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ABSTRACT

This primer for Mississippi school librarians is designed for use as a planning guide by teachers, librarians, administrators, and supervisors involved in developing school library programs. The ten chapters of the bulletin cover: philosophy of the school library; standards; school library facilities; library collection development, including sorting, weeding, and book selection; acquisitions, including budgeting, ordering, and receiving materials; organizing the library collection; hints on classification and cataloging; organizing for better library service; the role of the library in the school; evaluating the elementary school library program; and evaluating the secondary school library program. General information, specific suggestions, and sample forms for organization and evaluation are included. (This manual which evolved over several years as a result of workshops, seminars, and conferences held in the various schools and colleges in Mississippi, has been in use since 1967.) (THC)

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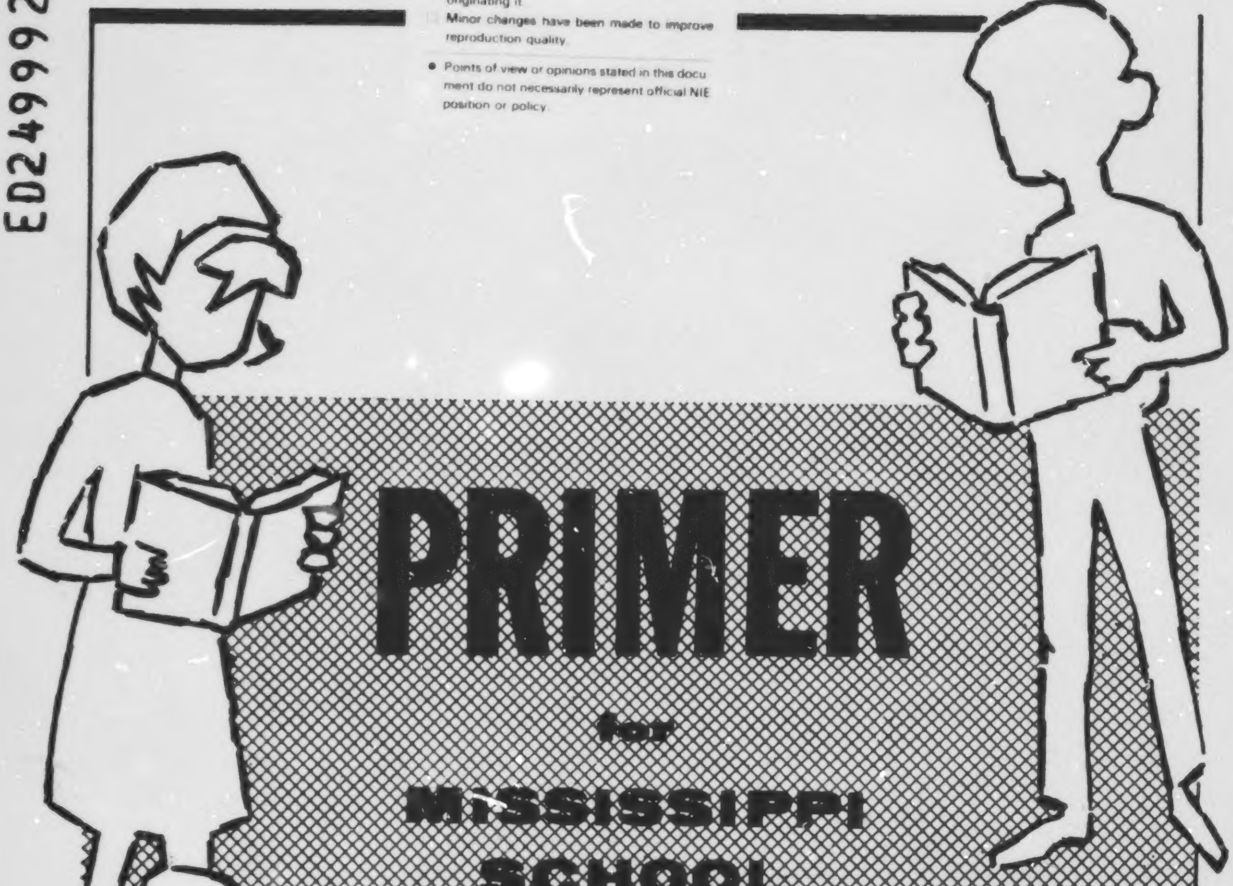

PRIMER

for

MISSISSIPPI SCHOOL LIBRARIANS

EDUCATIONAL MEDIA SERVICES
STATE DEPARTMENT OF EDUCATION
P. O. BOX 771
JACKSON, MISSISSIPPI 39205

State Bulletin
No. 134 A

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FOREWORD

A Primer for Mississippi School Librarians was prepared by School Library Services, Division of Instruction, Mississippi State Department of Education. This bulletin, replacing the Mississippi School Library Handbook of 1952, has been planned as a guide for school administrators and school librarians in Mississippi.

The school library is an essential ingredient of quality education, supporting and strengthening all areas of instruction. Developing a good school library program is a responsibility shared by teachers, librarians, administrators, and supervisors. In this bulletin the superintendent will find material on personnel, budget, space and materials needed. The principal will find material on philosophy, scheduling, and the role of the library and librarian in the teaching program and of the relationship of the individual teacher to the library program. The beginning librarian will find the above materials plus specific suggestions in the areas of the library program, book selection, purchasing, organization, and pupil assistants. The experienced librarian will find the bulletin helpful in reinforcing his own ideas of what a program of school library service should be.

We trust that the use of this bulletin will arouse great interest in those responsible for planning, supervising, and administering library programs in the schools of Mississippi. Please call upon the State Department of Education at any time for help in the field of school library service.

J. M. Tubb

State Superintendent of Education

ACKNOWLEDGMENTS

The Division of Instruction, School Library Services is indebted to so many people and sources for their contributions to this bulletin that it is impossible to list all of them. Throughout the years, school library policies, procedures and techniques have evolved as manuals from workshops, conferences and seminars held in the various schools and colleges in Mississippi. These manuals proved most helpful in the compilation of this bulletin. The **Mississippi School Library Handbook**, published in 1952 and now out of print, served as our basic outline. We also appreciate the generous cooperation of other state library supervisors who so willingly shared their official library publications with us.

A. P. Bennett, Director
Division of Instruction

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CHAPTER I

PHILOSOPHY OF THE SCHOOL LIBRARY

The true concept of a school library is defined in the philosophy of school library services set forth by the Council of Chief State School Officers:

> "The centralized school library reflects the philosophy of the school and enriches the educational program. A centralized school library is one administered as a unit, usually in one place in a school, and making books and other library materials available to all teachers and pupils in the schools. In both elementary and secondary schools the library should be the center for a rich variety of materials which not only provide for the needs of the instructional program but stimulate independent study and research by both teachers and pupils. The school librarian provides service with materials and guidance in their use throughout the school as well as within the library. The school library is intrinsic to the purposes of the school and is, therefore, a basic service for which the board of education is responsible.
>
> "In order to give effective service, school administrators, supervisors, teachers, and librarians must select library materials and plan for their use cooperatively in terms of the purposes of the school program and the individual differences of pupils. Only school personnel are familiar with the school's objectives and curriculum for which these materials are essential. Cooperative selection and planning insure both direction and value in the utilization of materials by teachers and pupils.
>
> "School library materials are the responsibility of the school's administration and faculty in providing meaningful educational activities and opportunities. If this responsibility is delegated to an agency outside the school, the use of library materials becomes peripheral and auxiliary to the school's program rather than central to its purpose. The necessity for the selection, administration, and use of materials by school personnel is a principle that applies equally to all schools and school systems because of individual differences and needs of pupils, regardless of the size of the school, system, or district.
>
> "School library service cuts across grade levels and permeates the entire curriculum. Educational research has demonstrated that, within both elementary and secondary grades, intelligence, achievement and interests of pupils vary to a great extent, so that curriculum, methods and materials must be flexible and varied to accommodate widely divergent pupil requirements. For example, in the third grade the reading level of pupils may vary as much as seven grades, and similar ranges may exist in other school grades.

"For providing books and materials suited to these individual differences, the centralized school library is both educationally and economically sound. School library materials may be used interchangeably by teachers and pupils of all grades and subjects, and pupil's ability to use increasingly mature and complex materials is not impeded by the limitations of stationary classroom and departmental collections. In schools with centralized libraries, classroom collections can be established with materials from the central library and can be readily refreshed and changed with new materials as the need arises. The use of the library itself provides opportunities for individual pupils to make independent choices in materials which might satisfy needs or to create new interests unidentified in the classroom. Moreover, observation of the independent and voluntary use of school libraries by pupils can give to librarians and teachers new insights concerning pupils' behavior, interests, and potentialities.

"The content and scope of elementary and secondary school curriculums have expanded at a tremendous rate. Experimentation with new media of communication, introduction of a great diversity of teaching materials, and emphasis on independent study have placed increased responsibilities on the school library to expand and diversify its materials and services. Professional materials for teachers are included in these extended services of school libraries. The necessity for the dissemination of information on educational research, on new methods of instruction, and on broadening curriculum content has made it essential that the school library provide teachers with materials for inservice education."[1]

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[1] Responsibilities of State Departments of Education for School Library Services, Council of Chief State Officers, Washington, D. C. 1961

CHAPTER II

STANDARDS FOR SCHOOL LIBRARIES

Standards for school library service have been formulated for only one major purpose—to provide an adequate program with sufficient facilities to meet the needs of pupils and teachers of the school. It is generally agreed that they should be used to stimulate improvement and represent ideals to be attained, not ends in themselves.

- **Why are standards for school libraries necessary?**
- **Who is responsible for the formulation of school library standards?**
- **What are the requirements for the training of school librarians?**
- **How many books should be in a school library?**
- **How much money should be spent each year for the purchase of school library materials?**
- **How many pupils should it seat?**

Questions similar to these are typical of the many asked by school administrators and teachers as well as librarians. State, regional and national standards help answer these questions and many others concerned with school library programs.

State Standards

The Accrediting Commissions of the state adopt specific standards for school accreditation. Copies of the Standards for Elementary and Secondary School Libraries may be procured by writing to State School Library Supervisor, State Department of Education, Jackson, Mississippi.

Regional Standards

The Southern Association of Colleges and Secondary Schools adopts new standards for schools periodically. School library standards are presented as an integral part of the complete standards statement. Copies may be procured by writing to Executive Secretary, Southern Association of Colleges and Secondary Schools, 317 Peachtree Street, N.W., Atlanta, Georgia.

National Standards

Standards for School Library Programs, published in 1960 by the American Library Association, was prepared by the American Association of School Librarians in cooperation with 20 national educational and lay organizations. The quantitative standards are based on research in schools with very good school library service.

Currently, committees of the American Library Association are working with educational groups in up-dating national standards for libraries. Copies of the 1960 **Standards for School Library Programs** (or the revised edition to follow) may be ordered from the American Library Association, 50 East Huron Street, Chicago 11, Illinois.

CHAPTER III

SCHOOL LIBRARY QUARTERS

Plans for housing and equipping the school library should be given careful study and consideration. In remodeling an old room or making plans for a new library there should be a school planning committee consisting of the school administration, the school librarian and/or school library supervisor for the system and a representative of the teaching staff to work with the architect.

In planning any school library, remember:

- **the first consideration is to meet the present needs of the school program**
- **the projected growth of the school**
- **the types of materials and equipment that will be housed in the library**
- **various services provided by the library**
- **the many and varied sizes of classes and groups that will use the library**

For the library to meet school library standards and to function effectively as an instructional materials center, the following questions should be taken into careful consideration in planning school library facilities.

WHERE SHOULD THE LIBRARY BE LOCATED?

> *"A convenient location contributes to the success of the library."*

- **Since the library services the curriculum, it should be centrally located and readily accessible from all other instructional areas.**
- **It is recommended that the library be located on the ground floor level.**
- **The library should be in a location with a pleasant view, free from distracting noises.**
- **If used after school hours, on Saturday or during summer vacation, an outside entrance to the library is recommended.**
- **Provision should be made for easy expansion; a classroom located immediately adjacent may readily be added to the library if needed.**

WHAT PHYSICAL FACTORS ARE TO BE CONSIDERED?

> *"The environment of the library should consider the needs of the people as well as the requirements of materials and things"*

- **The library should be well-ventilated, comfortably heated, and if needed, air conditioned for comfort during the warm months to encourage year-round use.**
- **The library should be well-lighted, but not excessively illuminated, with some special and specific lighting with good brightness balance.**
- **The library should have good acoustical conditions.**
- **The library should be furnished with comfortable furniture which has pleasant and agreeable textures.**
- **The library should have space and provisions for displays and exhibits for works of art.**
- **The library should have some textures which are soft and agreeable, on walls, windows and floors.**
- **The library should have some sunlight to give it shape, richness and "warmth."**
- **In summary the library should have comfort, attractiveness, serenity, vitality, interest—and the best in instructional materials and personnel.**

WHAT SPECIAL ROOMS AND AREAS ARE NEEDED?

> *"There should be adequate space for using the instructional materials—a reading area, a conference area, a listening and viewing area and an adjoining classroom."*

Reading Area to be used by class groups and/or by individuals

- **In elementary school, floor space for accommodating the largest class plus 5 to 10 students, plus floor space for reading circle**
- **In secondary school, floor space to allow for seating 10 to 20 percent of student body**
- **Space to house vertical or flat files, catalog cabinets, newspaper tables, etc.**

- Floor space for circulation desk, which, as center of student activity, should be accessible from entrance and from office-work area but does not have to be immediately adjacent
- Shelving space for at least three-fourths of the book collection, including special shelving for reference books and, in elementary schools, for picture books
- Shelving for current issues of magazines
- Display areas, bulletin board(s) exhibit case(s) in reading room and in corridors and lobbies nearby
- Space for storing filmstrips, slides, and recordings

Special Area(s) within or adjoining reading room

- Provisions for individual listening, viewing and studying
- Conference rooms for use by small groups or individuals

Classroom accessible to reading room

- Space for furnishings for library lessons, group discussions, large classes, individual study, listening, viewing, and for meetings such as staff, clubs, school organizations
- May be large enough to serve as assembly room, for use with television, for dramatics
- Provided with adequate ventilation and control of lighting

Professional Library

- Adequate for several members of staff at one time
- Convenient to librarian's office

> *"The library staff needs space and accommodations for work and storage"*

Librarian's Office

- Space for desk and several chairs, typewriter, filing cabinet(s), shelving
- Located to allow for easy access to and supervision of reading areas, charging desk, reference services, work and storage rooms

A Library Workroom

- Sink, work counter, and cupboards with doors for library supplies
- Electrical outlets

- Space for work table and chairs
- Shelving for books to be processed or mended
- Door direct to corridor or passageway

Storage Space

- Shelving, for printed materials, back issues of magazines for reference use; shelving for at least 10 to 30 magazine titles in an elementary school and for at least 30 to 60 magazine titles in a secondary school.
- Flat storage such as a plan file for posters, charts, maps, and other display material.

> *"An adjoining area is needed for production, use, and storage of teaching materials and equipment; in small schools this may be a part of the general work area."*

Storage Area for audio-visual materials and equipment

- Enclosed cabinet space for storing projectors, screens, equipment tables, phonographs, tape recorders, viewers, etc.
- Appropriate storage for films, filmstrips, slides, and recordings
- Flat storage with drawers for posters, charts, maps, etc.

A Room or Space for preparing instructional materials

- Space for work table, desk chairs, filing cabinet(s), paper cutter
- Work counter for use in making teaching materials and posters
- Special electrical outlets for dry mounting press, projectors, photocopier, and other equipment

Preview Space for groups to preview materials

- Adequate provision for ventilation and control of lighting
- Well-placed screen and electrical outlets
- Acoustical privacy desirable

Textbook Storage Room

- Located in vicinity of library
- Door direct to corridor or passageway

WHAT ABOUT THE SIZE OF THE SPECIAL ROOMS AND AREAS?

> *"Actual floor areas for the several areas must be determined on the basis of the needs of the program for the individual school."*

AREA	SIZE	SPECIAL FEATURE
Reading Room(s)	25 to 35 square feet per student	
Conference Room(s)	120 square feet, minimum	Separated from reading room by partition which provides for supervision.
Classroom	800 - 1000 square feet floor area, preferably larger	Access to corridors, equipped with permanent screen, wired for audio-visual equipment, control of artificial and natural lighting.
Professional Library	should be determined by size of school and teaching staff. Approximately 150 square feet is recommended	
Librarian's Office	100 square feet, minimum	
Library Work—Storage	200 square feet for elementary schools, 350 square feet for secondary schools	
Audio-visual Work—Storage	200 to 350 square feet	Work and storage should be separated, if possible.
Textbook Storage	200 square feet, minimum	

WHAT ARE SOME SUGGESTIONS REGARDING FURNITURE AND EQUIPMENT?

Furniture and equipment in a school library should:

- **accommodate the program of library service**
- **suit the physical stature of the pupils who are to use the library**
- **fit the space available**
- **be purchased from a reliable firm specializing in standard library equipment**
- **include**
  - book shelving
  - magazine shelving
  - picture book shelving (in elementary schools)
  - newspaper racks
  - dictionary and atlas stand
  - stands for bibliographic tools
  - charging desk
  - librarian's desk
  - book trucks
  - card catalog
  - filing cabinets
  - display equipment (bulletin board, glass wall cases)
  - reading and study tables
  - chairs
  - carrels (for individual study)
  - storage and work units for audio-visual equipment and materials
  - storage and work units for the library workroom and librarian's office.

GENERAL CHARACTERISTICS OF LIBRARY SHELVING AND FURNITURE

Shelving

- **All shelves should be adjustable.**
- **Shelving should line all available wall space in the reading area.**
- **Shelving should have standard dimensions.**

STANDARD DIMENSIONS OF LIBRARY SHELVING

Book Shelving

Height	Elementary Schools Secondary Schools	5 to 6 ft 6 to 7 ft
Depth	Standard Oversize and Picture Books	8 to 10 in 12 to 14 in
Distance Between Shelf Supports		3 ft
Thickness of Shelf		7/8 - 13/16 in
Space Between Shelves		10 in
Shelving Capacity (Number of books for a shelf 3 ft long)	Average Reference Books Picture Books	30 18 60

Magazine Shelving

Height		Usually 5 to 7 ft but may vary depending on type of school & location in the room
Depth	Slanting Straight	16 in 12 in

Shelving for Phonograph Records

Height		5 to 7 ft
Depth		16 in
Space Between Shelves	Standard Records Oversized Records	14 in 16 in

STANDARD DIMENSIONS FOR READING TABLES AND CHAIRS

Tables		
Height	Elementary	25 - 28 in
	Junior High	27 - 30 in
	Senior High	29 - 30 in
Width		36 in
Length		5 - 6 ft
Diameter (When using round tables)		4 ft
Chairs		
Height	Elementary	14 - 17 in
	Junior High	16 - 18 in
	Senior High	18 in

SPECIAL HINTS ON SPECIAL LIBRARY FURNITURE

Dictionary Stand

Some schools use a combination stand for atlases, unabridged dictionaries and large reference books. The most common type of dictionary stand used by most schools is the type with sloping top and shelves below—44 inches high, 21 inches wide and 15 inches deep. A revolving dictionary stand for use on a table or counter-height shelving is preferred by some librarians.

Charging Desk

A charging desk of a standing height—39 inches is recommended for secondary schools. It should be equipped for filing book cards and storing circulation equipment and returned books. A charging desk of a sitting height—30 - 32 inches is recommended for elementary schools. The shape, size and finish will vary with the library, depending on the space available and decor.

Card Catalog

This piece of furniture should be of the sectional type so that it can be expanded as needed. At least five trays are needed for a potential collection of 1,000 titles. Each tray will hold approximately 1,000 cards. The cabinet should be manufactured by a recognized library furniture company since card stock is precision-cut by centimeter measurement.

Filing Cabinets

Legal-sized, four drawer cabinets for information files are necessary in school libraries. The number of cabinets will vary depending on the size of the school.

Study Carrels

Carrels provide an opportunity and occasion for individual study. They have become standard equipment in many school libraries. Furthermore, the use of carrels may reduce the number of tables required. A wide variety of arrangements is possible, ranging from a small desk and chair to rather complex centers equipped with electronic equipment for viewing and listening. Detailed suggestions for carrels are proposed in the following publications: (Single copies of these are available upon request.)

De Bernardis, Amo, and others. Planning Schools for New Media: A Guide for Boards of Education, School Administrators and Architects. Washington: U. S. Department of Health, Education and Welfare, Office of Education, 1961.

Ellsworth, Ralph E. The School Library: Facilities for Independent Study in the Secondary School. New York: Educational Facilities Laboratories, Inc. 1963.

CHAPTER IV

DEVELOPING THE LIBRARY COLLECTION

Part I: Sorting and Weeding

The business of choosing the useful from the useless confronts any person who is attempting to organize a group of books into what may be termed a library. "Weeding" is a term used in connection with the discarding of books which are unsuitable for use in a particular situation. It is recommended that a standard list, such as the **Standard Catalog for High School Libraries** or the **Children's Catalog,** be used as a guide in deciding which books to retain for the library. **Also essential are the suggestions of classroom teachers, who may find wide use for worthwhile books not included in the above aids.**

Systematic weeding is often the first, most needed act in increasing library use and developing the library collection. It is an integral part of book selection.

WHY WEED?

- **To be able to give the best possible library service through a collection of materials of quality**
- **To have a collection which is UP TO DATE**
- **To find the books which need REPAIR, REPLACING, or DISCARDING**
- **To utilize in the best and most economical way the available space in the library**

WHEN TO WEED?

- **Continuously**

WHO SHOULD WEED?

- **The librarian assumes the primary responsibility of weeding the collection. However, teachers either directly or indirectly play an important part especially in their subject fields.**

HOW TO WEED?

- **A suggested procedure for weeding a school library collection is described below:**
  1. Sort all books according to broad subject, e.g., history, science, etc.
  2. Within each subject group, separate:
     a. Books definitely desirable and in good condition. These should be prepared for the shelves first, because they can be finished and put into circulation quickly and easily.

b. Books definitely worn out. These should be discarded at once.

c. Books which need simple mending or cleaning. This group includes books which the librarian or her assistants can make usable by lightly pasting in loose pages, mending torn sheets, erasing pencil marks with soft eraser, or cleaning the covers of books.

d. Questionable titles (including gifts!) These should be placed in a separate group, and it is at this point that the librarian will wish to enlist the aid of teachers in the various subject fields in deciding which books should be discarded. In evaluating each book, the following points should be considered:

   (1) Recency
   The copyright date (this shows the date of the latest revision of the book and is found on the back of the title page) is an important factor, especially in books in the scientific and technical fields, because new discoveries make books in these fields go out of date very quickly.

   (2) Reliability
   This is important in factual books. Unless the information given is authentic, it is best to discard the book.

   (3) Suitability
   Much valuable information is not useful in a high school library because the language used is not simple enough for the student's comprehension. Such books should be donated to a library or an individual who can use them.

   (4) Physical attractiveness
   Shabby or unattractive books often hide the more attractive and usable books in a collection and thus encourage students in careless handling of library materials. Such books should be discarded.

   (5) Probable use
   With the problem of inadequate space which is so common in school libraries, it is unwise to keep books on the shelves which do not circulate more than perhaps once or twice in three years. Such books are "excess baggage."

8. After the librarian with the aid of the teachers has weeded the original library collection, she should remember that weeding is to be carried on continuously. With each book discarded, however, she must decide whether or not she wishes to replace it with (a) a new copy or (b) a later and better edition or (c) a better book, and immediately add this information to her "want list."

WHAT ABOUT DISCARDING BOOKS?

When the decision has been made to withdraw a certain book, the following steps should be taken:

- **Remove book cards, checking to be sure the book card includes copy number as well as author, title and classification of book.**
- **Label packs of cards ("Discarded," "To be Replaced," etc.)**
- **Use these cards to:**
  - Mark shelf list card "Withdrawn" and date of withdrawal
  - Serve as a guide in ordering replacement copies if needed
  - Serve as a guide in removing shelf list card and all public catalog cards if book to be discarded is last copy and no replacement copy is to be ordered
  - Keep monthly and yearly record of total number of books discarded in each broad subject classification

DISPOSAL OF DISCARDED BOOKS

- **Mark each book "DISCARD." Best disposal to insure they do not reappear is to burn them.**

SPECIFIC HINTS IN WEEDING
NONFICTION

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after ten years from date of copyright.
	Books about reading	Guides, etc. Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that all subjects in this field are well represented.
310	(Almanacs ((Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	(Politics ((Economics	Books dealing with historical aspects determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
340 350	((Government (	Ten years. Watch for new material on government to supersede older.
370-380	Education, Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folklore	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years or less. Try to keep collection current by discarding and purchase.
600-618	Inventions, Medicine	Five years, except for basic material on inventions and anatomy.
620	Applied Science Mechanics	Five years, unless book contains material of historical value.

621	Radio, television	Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material.
650	Business, etc.	Ten years.
660	Chemical, Food products	Five to ten years, according to content.
690	Manufacturing, Building	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of school program and on accuracy of fact and fairness of interpretation.
910	Travel and Geography	Discard out of date travel books unless useful from historical point of view or of interest as personal accounts.
940-990	History	Depends on use and needs of school program.

Part II: Book Selection

After the task of weeding has been completed, the collection must be thoroughly examined to determine the various subject areas which need strengthening in order to fulfill the purpose of the library program. At this point the librarian is confronted with the CHALLENGE OF BOOK SELECTION. Charting a course in building a library collection is not easy. Choosing the materials is a difficult task, but the very difficulty of the task is in itself a challenge.

In selecting books for school libraries there is one governing principle. Azile Wofford refers to this principle in **Book Selection for School Libraries:**

> **"The library must always exist as a part of, never apart from, the school.** Its collection must be tailor-made to suit the individual school. The collection should enrich the curriculum and at the same time, serve the individual reading needs of the pupils."

BEFORE THE PROCESS OF SELECTION BEGINS

Before the actual process of selection begins, the school librarian should have a thorough knowledge of:

- **The Community of Which The School Is A Part**

  The librarian must recognize the cultural and economic background of the homes from which the students come. She should also know what other resources are available to students in addition to those of the school library.

- **The Student Body**

  The librarian must be aware of the student's hobbies, their plans for the future, their reading interests, and should keep abreast of all of them. The librarian should make every effort to ascertain the reading level of the individual students who use the library. Through experience, the librarian should attempt to identify pupils as normal readers, slow readers or superior readers. This knowledge comes from visiting classrooms, from conferences with teachers and from examining various school records.

- **The School**

  The librarian must know the purposes of the school. She must know the teaching staff as individuals and become thoroughly acquainted with their methods of teaching. Above all, the librarian MUST KNOW THE CURRICULUM—what is taught and when it is taught.

- **Books and Other Instructional Materials**

  In planning an adequate school library collection, the LIBRARIAN MUST KNOW BOOKS AND RELATED MATERIALS THEMSELVES — REALLY KNOW THEM. To accomplish this, nothing quite takes the place of actual reading. She should take every opportunity to examine both new and old books. She must be familiar with selection aids for both new and standard items.

- **The Existing Collection**

THE AIMS AND OBJECTIVES OF BOOK SELECTION

Selection is basic to all library service, for without a good collection neither independent study, reference work nor reading guidance functions well, and no adequate teaching of the use of the library is possible. A wise **selection in the school library is confirmed by the usefulness and utilization of the collection.** Book selection for school libraries is a positive procedure which should further several aims:

- **To achieve a balanced collection in all areas of the curriculum**
- **To provide for known and potential curriculum needs**

- To provide current and recreational reading
- To provide materials for different reading levels and ability groups

Selection Criteria

What are the criteria of evaluation which any book must meet to pass the test of suitability for the school library?

- **Authority**
  - Is the author well known in this field?
  - What sources of information have been used in writing the book? If the author is already well known in his field, consideration can turn almost immediately to other points; if he is not well known, the librarian will want to search the book itself for the clues to authority: the title page, introductions and the like, or will seek further information from various biographical sources. In addition to checking the author's qualifications, the librarian will investigate the sources of information used in the writing of the book. For example, the author of a biography should have had access to the papers of the subject; or one writing about a foreign country should have travelled or lived in that country and possess first-hand knowledge of that about which he writes. Authority is particularly important in the field of science, for as Wofford says, "Even the simplest book of science should be based on the author's years of study or experimentation in the field." Authority, or the lack of it, shows up quickly upon careful examination of the book.

- **Scope**
  - Do the contents contain exactly what the title and/or preface state they will contain?
  - Is every important phase of the subject given more emphasis than less important details?

  The table of contents gives the first clue to the scope of a book, and sometimes, in a collection of literature for example, the table of contents will tell all the librarian needs to know about scope, eliminating the necessity for further examination of the volume. In history the scope may cover the world or just one county of a state; it may deal with all times or only with recent ones. Biography may be collective or individual and may cover an entire lifetime or just one period in the subject's life. Determination of scope is especially important since it has a bearing on the potential use of the book.

- **Reliability**
  - Is the information accurate?
  - Is the information up to date?

  Accuracy of fact is important in every field, and up-to-dateness is highly important in science, social studies, and any other areas involving rapid changes or growth. The copyright date offers the first clue to the recency of material; however, the wise librarian will not stop here because material often becomes outdated before the actual book is published. A good way to check for recency is to note dates of works cited in bibliographies or dates of charts and diagrams used for illustration. In checking the accuracy, the librarian can choose one phase of the subject and check it against well-known authority. Also, the school librarian can always consult the teacher who is a specialist in the field.

- **Treatment Of Material**
  - Does the book display any bias prompted by sectionalism or political affiliation?
  - What is the purpose of the book?
  - Is it intended for factual information, pure recreation or inspiration?
  - Is the language of the book simple or technical?
  - Is the book practical or theoretical?

  Related to the consideration of the book's scope and reliability is the question of how the material is treated. This can be determined only by some study of the contents.

- **Readability**
  - Does the vocabulary include words with which the students who will be using the book are largely familiar?
  - What about the size of the print?
  - Are the illustrations well-chosen?

  Readability demands a bigger consideration in selecting for a school library than in other libraries because teachers and school librarians tend to think in terms of "reading level." Also, the school library serves all grades and must provide materials for each grade on all levels of readability. While it is true that most of the words in the vocabulary of the text should be those with which the reader is familiar, the book should also provide some words to stretch the ability of pupils to read. The print and illustrative material should be good in all books for school libraries and the spacing between lines sufficient to avoid a crowded appearance on the page.

- **Subject Interest**
  - Does the book appeal to the interests of the individual or group for which it is intended?
  - Is the author of the book renowned for writing "good books"?
  - Are the books of information for older students straight-forward and not "sugar-coated"?

  Whether a pupil will actually read a given book depends not only on his ability to read but also on his interest in the subject presented. Interest depends both on the choice of the subject matter in relation to the group for which the book is intended and upon the skill of the author in presenting the subject to the reader. Experience in school librarianship makes the selector aware of general reading interests and helps in discovering new ones. In evaluating a book for interest the librarian sometimes thinks in terms of an individual or the class of a particular teacher, noting the group for which the book will have the greatest appeal and considering both grade level and interest level.

- **Format**
  - Is the cover of the book colorful and appealing enough to entice a young reader to investigate its contents?
  - Is the paper of good quality?
  - Is the book bound in a quality binding?

    Every book intended for school library use should be reasonably attractive in format. This implies colorful, durable covers that will encourage young readers to dip into the contents of the book. Paper should be of good quality and not slick or glaringly white. Print should be clear and comfortable to read, and there should be a pleasing amount of white space between the lines and in the margins.
  - If the book is to be used as a reference tool, does it have an index?
  - What about the inclusion of experiments in certain scientific books?
  - What about a glossary of terms in books using foreign languages?
  - Is the publisher well-known for producing superior materials?

    The school librarian is on the alert for special features that would make the book particularly useful to teachers and pupils.

The index gets first consideration since a work of non-fiction is not very useful as a reference tool if it lacks an index. Other special features may include bibliographies, lists of special activities, projects, and so forth, charts, diagrams, and various other appended material.

. **Potential Use**

* Will the book make a distinct contribution to the school program for which the library exists?

And finally, the librarian considers potential use, which is, of course, of paramount importance in selecting material for a school library. As Wofford says in **Book Selection for School Libraries:**

"While many potential uses necessarily overlap, the following uses suggest themselves. Books, pamphlets, and magazines are needed in a school library to:

1. Meet the needs for reference work, either as a part of the special reference collection or as a **good book with an index in a special subject field**
2. Offer factual information on a given subject from the historical standpoint as background reading, or for specific facts in developing a variety of classroom units
3. Help pupils with the personality problems and with their adjustments to today's world
4. Serve as a source of material which teachers and librarians may use for reading aloud or telling stories to children
5. Widen knowledge and understanding of other lands and other people and the conditions under which they live and work
6. Offer understanding of cultures other than the pupil's own and eventually expand their spheres of understanding
7. Furnish materials for special programs
8. Help pupils and teachers keep informed about current events
9. Open fields for exploration in connection with hobbies and other special interests
10. Answer needs for recreational reading of many types
11. Help develop aesthetic tastes and give inspirational values
12. Serve the needs of retarded readers because of low vocabulary, high interest level
13. Furnish more mature reading for young adults, especially the superior reader."

Summary

In summary, it must be borne in mind that in the school library there are both library and educational sets of criteria; both must receive due attention in adding to the book collection of the school library. The desirable book should be within the range of the reader's comprehension, be acceptably written, present a wholesome outlook on life, be sincere in its presentation, constructive in attitude, true to human experience, timely, and interesting.

The Role of Selection Aids in School Libraries

The best method of selecting books for school libraries is "on site inspection." There is no substitute for seeing the product you are buying. However, the average school librarian has all too little opportunity to examine books and other related materials before purchasing them; therefore, most librarians must rely on lists of books when doing their selecting. Fortunately, there are now available a number of excellent lists of materials compiled by experienced teachers and librarians which include ample information to serve as guides in selection. A list of book selection aids is presented on the following pages for the convenience of both experienced and inexperienced school librarians.

SELECTION AIDS FOR BOOKS

Basic Selection Aids

A Basic Book Collection for Elementary Grades, comp. by Miriam Snow Mathes, with the assistance of consultants from the American Library Association, Association for Childhood Education International, Association for Supervision and Curriculum Development, Department of Classroom Teachers of the National Education Association, National Council of Teachers of English, and National Science Teachers Association, 7th ed. Chicago, American Library Association, 1960. 136p. $2.00.

A Basic Book Collection for High Schools, comp. by a subcommittee of the American Library Association Editorial Committee, Mariana Kennedy McAllister, Chairman, with the assistance of consultants from the Association for Supervision and Curriculum Development, National Council for the Social Studies, National Council of Teachers of English, and the Department of Classroom Teachers of the National Education Association. 6th ed. Chicago, American Library Association, 1957. 186p. $2.75.

A Basic Book Collection for Junior High Schools, ed. by Margaret V. Spengler, with the assistance of consultants representing the American Library Association, Association for Supervision and Curriculum Development, National Council of Teachers of English, Department of Classroom Teachers of the National Education Association, and the National Science Teachers Association. 3rd ed. Chicago, American Library Association, 1960. 136p. $2.00.

Children's Catalog, a catalog of 4,274 selected books for public and school libraries, ed. by Dorothy Herbert West and Rachel Shor. 11th ed. New York, H. W. Wilson Company, 1966. 1,024p. $17.00. (with supplements)

Junior High School Library Catalog, ed. by Rachel Shor and Estelle A. Fidell. New York, H. W. Wilson Company, 1965. 768p. $20.00 (with supplements)

Standard Catalog for High School Libraries; a Selected Catalog of 4212 Books, ed. by Dorothy Herbert West, Estelle A. Fidell, and Rachel Shor. 8th ed. New York, H. W. Wilson Company, 1962. ca 1060p. $15.00. (with supplements)

Supplementary Selection Aids

Adventuring with Books, prepared by the National Council Teachers of English, Elementary Reading List Committee, Muriel Crosby, Chairman. Champaign, Ill., National Council of Teachers of English, 1960. 146p. 75c.

Best Books for Children. 1967 ed. New York, R. R. Bowker Company. 238p. $3.00.

Bibliography of Books for Children. 1965 ed. Washington, D. C. Association for Childhood Education International, 1960. 134p. $1.50.

Book Bait: Detailed Notes on Adult Books Popular with Young People, comp. for the Association of Young People's Librarians; ed. by Elinor Walker. Chicago, American Library Association, 1957. 96p. $1.25.

Books for You: A List for Leisure Reading for Use by Students in Senior High Schools, by the Committee on the Senior High School Book List, Anthony Tovatt, Chairman, rev. ed. Chicago, National Council of Teachers of English, 1959. 130p. 60c.

Fare for the Reluctant Reader, by Anita E. Dunn, Mabel E. Jackson, and J. Roy Newton. 3rd ed. Albany, New York, Capital Area School Development Association, State University of New York At Albany, 1964. 277p. $3.00.

Good Reading: A Helpful Guide for Serious Readers. rev. ed. Champaign, Illinois, National Council of Teachers of English, 1964. 285p. 75c.

Good Reading for Poor Readers by George D. Spache. rev. ed. Champaign, Illinois, Garrard Publishing Company, 1968. 206p. $3.00.

Historical Fiction, comp. by Hanna Logasa. 8th rev. and enl. ed. Philadelphia, McKinley Publishing Company, 1964, 368p. $8.50.

Historical Non-Fiction, comp. by Hanna Logasa. 8th rev. and enl. ed. Brooklawn, New Jersey, McKinley Publishing Company, 1964. 328p. $8.50.

Parent's Guide to Children's Reading, by Nancy Larrick. rev. ed. Garden City, New York, Doubleday, 1964. 312p. $3.95.

Patterns in Reading: An Annotated Book List for Young Adults, by Jean Carolyn Roos. 2nd rev. ed. Chicago, American Library Association, 1961. 127p. $2.25.

Teacher's Guide to Children's Books, by Nancy Larrick. Columbus, Ohio, Charles E. Merrill Books, Inc., 1960. 316p. $5.95.

Your Reading: A List for Junior High Schools, by the Committee on the Junior High School Book List, Alice C. Baum, Chairman. Champaign, Illinois, National Council of Teachers of English, 1960. 109p. 75c.

Aids for Selection of Current Materials

The Booklist and Subscription Books Bulletin: A Guide to Current Books. Published semimonthly, September-July, and only once in August, by the American Library Association. $6.00.

Bulletin of the Center for Children's Books. Published monthly except August by the University of Chicago Press for the University of Chicago, Graduate Library School. $4.50.

The Horn Book Magazine. Published six times a year by the Horn Book. $5.00.

Library Journal. Published twice a month, September-June, monthly in July and August, by R. R. Bowker Company. $10.00.

Saturday Review. Published weekly by Saturday Review, Inc. $7.00. The section "Books for Young People" appears once a month, usually in the third issue of the month. Mary Gould Davis was the first editor and, after her death in 1956, the section was edited by Frances Lander Spain, Director of Children's Services, New York Public Library, until September 1959.

School Library Journal. Published monthly, September-May by R. R. Bowker Company. Available both as a separate magazine and as a part of Library Journal. $5.00

SELECTION AIDS FOR NON-PRINT MATERIALS

GENERAL LISTS

Audio-Visual Instruction. NEA. Monthly

Order from: National Education Association, 1201 16th Street, N.W., Washington 6, D. C. $6.00

Edmund Scientific Catalog. Edmund Scientific Company. 1966. Free. Order from: Edmund Scientific Company 101 E. Gloucester Pike, Barrington, New Jersey 08007

Educational Media Index. Educational Media Council, 14 Vols. 1964. $62.45 net with 1965 supplements, $79.95. Order from: McGraw-Hill Book Company, 330 W. 42nd Street, New York 10036

Separate volumes may be purchased as follows:

Vol. 1 Pre-school and primary (gr. K-3) $4.70
Vol. 2 Intermediate (gr. 4-6) $5.70
Vol. 3 Art and Music $4.50
Vol. 4 Business education and training $3.70
Vol. 5 English language $4.20
Vol. 6 Foreign languages $4.70
Vol. 7 Guidance, psychology and teacher education $4.50
Vol. 8 Health, safety and home economics $4.70
Vol. 9 Industrial and agricultural education $5.00
Vol. 10 Mathematics $3.20
Vol. 11 Science and engineering $5.10
Vol. 12 Geography and history $5.20
Vol. 13 Economics and political science $5.20
Vol. 14 Master title index $6.75

Educational Screen and Audio-Visual Guide. Educational Screen, Inc., Monthly. 434 S. Wabash, Chicago 60605. $4.00

Film Evaluation Guide, 1946-1964. Educational Film Library Association, 1965. 250 West 57th Street, New York, New York. $30.00

Film Guide for Music Educators. Music Educators National Conference, NEA, 1961. 1201 16th Street, N. W., Washington 6, D. C. $2.50

Film News. Film News Company. 250 W. 57th Street, New York, New York. 10019. Bi-Monthly. $5.00

Film Review Digest. Educational Film Library Association. Quarterly. 250 West 57th Street, New York 19, New York.

Films for Libraries. ALA, 1963. 50 E. Huron Street, Chicago, Illinois $1.75

Guides to Newer Education Media: Films, filmstrips, phono-records, radio, slides, and television. Ala, 1961. 50 E. Huron Street, Chicago, Illinois. $3.00

Instructional Materials for Teaching Audio-Visual Courses. Syracuse University, 1961. Syracuse University Press, Box 8, University Station, Syracuse, New York, New York 13210

Library of Congress Catalog: Motion pictures and filmstrips. Library of Congress, 1953——— The Card Division, The Library of Congress, Washington 25, D.C. 20540. $8.00

Music In General Education. NEA, 1965. 1201 16th Street, N.W., Washington 6, D.C. $2.50

100 Selected Films in Economic Education. Joint Council on Economic Education, 1960. 2 West 46th Street, New York 36, New York.

Reviews of Films. NEA, 1963. Educational Film Library Association, 250 West 57th Street, New York 19, New York.

LISTS OF TAPE AND DISK RECORDINGS

An Annotated List of Recordings in the Language Arts for Elementary Schools, Secondary Schools, Colleges, NCTE, 1964. 1201 16th Street, N. W., Washington 6, D. C. $1.75

Audio Cardalog. The Cardalog. Box 989, Larchmont, New York 10538. Monthly $30.00

Library of Congress Catalog: Music and phono-records. Library of Congress, 1953. Semi-annually. The Card Division, The Library of Congress, Washington, D.C. 20540. $4.50

National Tape Recording Catalog, 1962-63. 3rd ed. NEA, 1962. 1201 16th Street, N.W., Washington 6, D.C. $1.50

National Tape Recording Catalog: Supplement 1. 1965. $1.00

Much of the philosophy of book selection discussed in Chapter IV comes from a source which should be a first purchase for all school librarians:

Wofford, Azile. **Book Selection for School Libraries**. New York: H. W. Wilson Co., 1962. $5.00.

CHAPTER V

BUDGETING, ORDERING AND RECEIVING MATERIALS

Before beginning to make out order cards based on selections of titles from the recommended buying guides, it will be necessary to give consideration to the library budget. In every school system maintaining organized libraries, a definite sum should be set aside for library purposes. In general, this amount is presumed to cover the cost of printed materials and special supplies not required elsewhere in the system. In some school systems, the library budget may be extended and enlarged to cover audio-visual materials. It should not, however, ordinarily include the librarian's salary and travel expense since these are items covered in the general school budget.

Sample Allocation of School Library Budget

- Library books
- Audio-visual materials
- Reference materials (encyclopedias, dictionaries, etc.)
- Professional materials
- Periodicals
- Production of new materials
- Supplies
- Rebinding
- Capital expenditure — replacement, maintenance, and purchase of new equipment — (This item is sometimes covered in the general school budget.)

Miscellaneous Suggestions

- In setting up the budget for approval of the administration, attach notes explaining any unusual expenditures.
- Prepare the budget in the spring if possible. This is advantageous since knowledge of how much can be spent during the coming year is helpful when talking with teachers about the selection of titles for orders placed in the summer.
- Try to maintain balance in the budget. A faculty budget committee may prove to be helpful in balancing the budget.

Budget Forms

SHOULD THE LIBRARIAN BE REQUIRED TO KEEP FINANCIAL RECORDS IN THE LIBRARY?

. . . . YES . . . .

WHY?

BECAUSE THE LIBRARIAN SHOULD BE ABLE TO TELL AT ANY MOMENT HOW MUCH HAS BEEN EXPENDED UNDER EACH FUND AND EACH CATEGORY.

. . . . AND BECAUSE IT'S A SOUND BUSINESS PROCEDURE!

SAMPLE BUDGET FORM

	Local & State Funds	Title II ESEA*	Title I ESEA	Title III NDEA	TOTALS
1. Library Books (including Ref. Mat.)					
2. Textbooks					
3. Other Printed & Published Mat.					
a. Periodicals					
b. Audio-Visual Materials					
(1) Motion Pictures					
(2) Filmstrips					
(3) Recordings (tape & disc)					
(4) Slides & Transparencies					
(5) Programmed Instruction Materials					
(6) Maps, Charts, Graphs, etc.					
c. Others					
4. Binding		XXXXX	XXXXX	XXXXX	
5. Misc. Expenditures (Supplies for Processing, etc.)					
6. Equipment					
a. Furniture		XXXXX			
b. Machines		XXXXX			
TOTALS					

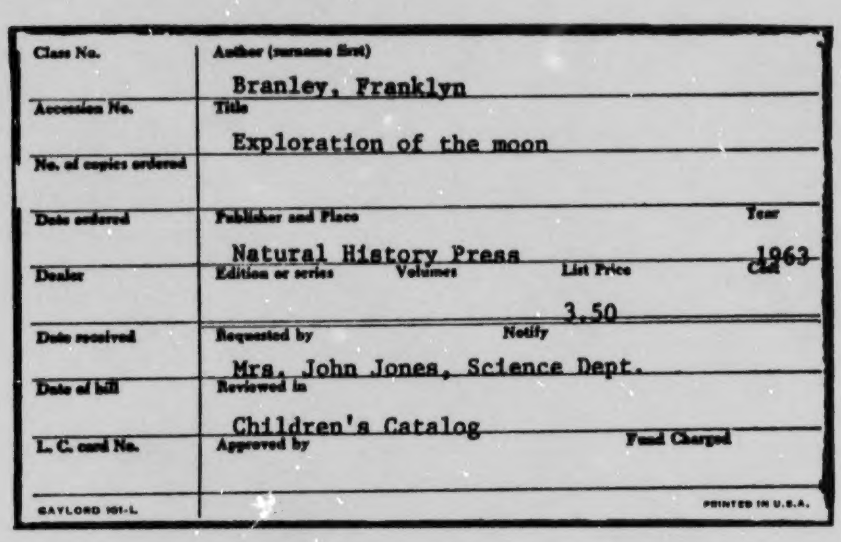
The above sample budget form is typical of those used by many school librarians. If your school doesn't have one you may wish to adopt this or one similar for your purposes. Budget forms should include all sources of funds, local, state and federal from which the library receives monies. A completed budget form will show how you are going to spend the various funds for library resources and also provides a total picture of your library expenditures.

Order Procedures: Books

When the time approaches for the librarian to assemble a book order, suggestions are solicited from all members of the teaching staff. These suggestions should be written on **order cards** supplied by the librarian. They may be turned in directly to the library or through the department or grade level chairman. The direct method is usually the most desirable and most efficient.

FOR EXAMPLE:

A SCIENCE TEACHER REQUESTS A BOOK BY THE "DIRECT METHOD . . ."



Class No.	Author (surname first) Branley, Franklyn
Accession No.	Title Exploration of the moon
No. of copies ordered	
Date ordered	Publisher and Place: Natural History Press Year: 1963
Dealer	Edition or series Volumes List Price: 3.50 Cost
Date received	Requested by: Mrs. John Jones, Science Dept. Notify
Date of bill	Reviewed in Children's Catalog
L. C. card No.	Approved by Fund Charged
GAYLORD 101-L	PRINTED IN U.S.A.

1. The above request form is a sample used by many schools and should be supplied to teachers in quantity.

2. The teacher fills in the correct order information. (As shown in example)

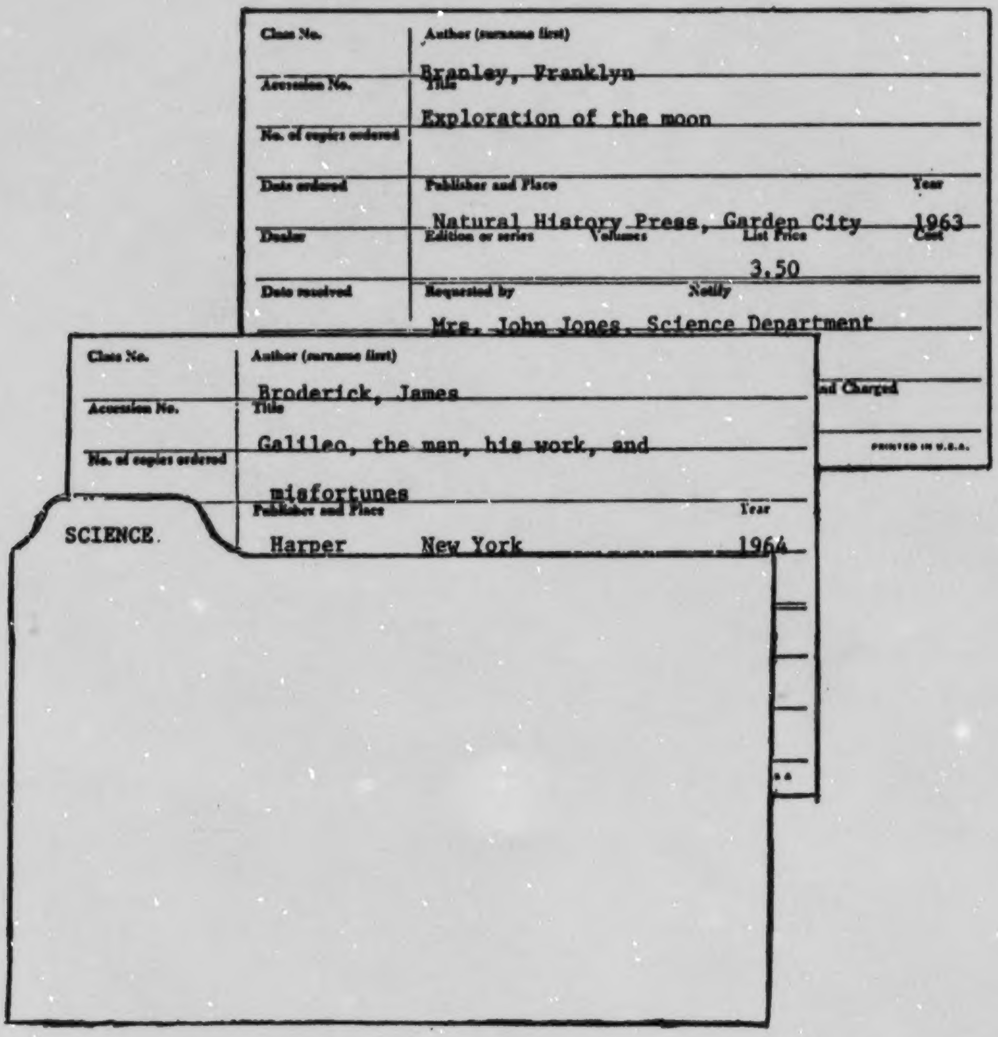
3. The teacher returns the completed request form to librarian.

4. The librarian verifies the order information on the request form.
   a. Locates the title in a reliable bibliography.
   b. Checks title in **Books in Print**.

5. This request is NOW ready to be added to the librarian's consideration file.

The Consideration File

As faculty requests are turned in they are added to the librarian's consideration file which is now arranged under subject or school department.



Class No.
Author (surname first): Branley, Franklyn
Accession No.
Title: Exploration of the moon
No. of copies ordered
Date ordered
Publisher and Place: Natural History Press, Garden City
Year: 1963
Dealer
Edition or series
Volumes
List Price: 3.50
Cost
Date received
Requested by: Mrs. John Jones, Science Department
Notify
nd Charged
PRINTED IN U.S.A.

Class No.
Author (surname first): Broderick, James
Accession No.
Title: Galileo, the man, his work, and misfortunes
No. of copies ordered
Publisher and Place: Harper New York
Year: 1964

SCIENCE

The consideration file is an accumulation of all requests — from teachers, students, principals and curriculum or subject specialists as well as the librarian's own selections.

This consideration file is most important in the operation of any school library. It is a MUST and should be kept "well cultivated."

Procedures in Ordering

Before placing an order be sure you have taken these preliminary steps:

1. Be familiar with state, regional, national quantitative standards with regard to book collections and expenditures.
2. Know legal or other restrictions under which your library operates with regard to acquisition of library materials. (Book selection policy)
3. Know and understand sources, structure, and/or restrictions of school library finances.
4. Establish mutually agreeable routines with office responsible for the spending of library book funds.
5. Decide the frequency of orders.
6. In cooperation with school administrators determine your book dealer or sources and establish mutually agreeable routines.
7. Know the present book collection—its strengths and weaknesses.

Placing an Order

There are various ways to order books. The one most familiar to school librarians is the list of books accompanied by an order letter. To guard against mistakes on the part of the book dealer in filling the order, the list of books is carefully typed from titles approved for purchase in the consideration file.

Order Letter

ANYTOWN HIGH SCHOOL

Anytown, Mississippi

Jobber and Company
Box 40 B
Sometown, U.S.A.

Dear Sir:

Please send by parcel post to Anytown High School the following books in prebound editions.* Please give us the discount agreed upon in your proposal and send the invoice in triplicate.

Very truly yours,

(Signature and name of purchasing officer)

No. Copies	Author	Title	Publisher	Cost
1	Branley	Exploration of the moon	Natural History Press	$3.50
1	Broderick	Galileo	Harper	3.50
1	Church	The Aeneid for boys and girls	Macmillan	3.25
1	Epstein	The first book of codes and ciphers	Watts	1.95
1	Pels	Easy Puppets	Crowell	2.75
1	Schneider	Your telephone and how it works	McGraw	2.50
2	Tregaskis	John F. Kennedy and PT 109	Random House	1.95

---

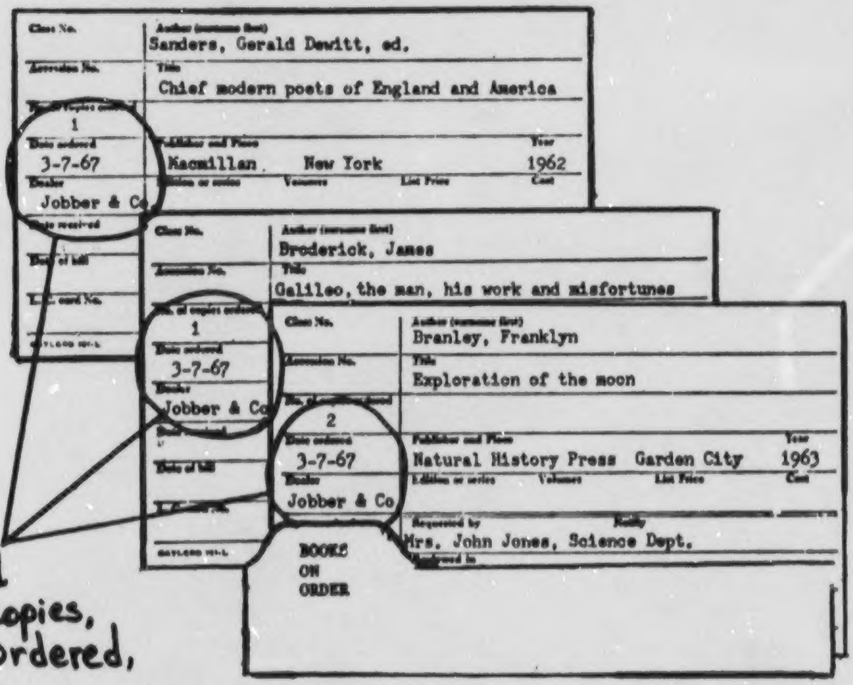
* If you do not want prebound editions, request publisher's library bindings where available.

AFTER YOU HAVE TYPED THE ORDER LETTER . . .

- **Recheck the order for:**
  - **correct form of author and title**
  - **edition**
  - **publisher**
  - **list price**
  - **type of binding**

  The above items are extremely important. If any are lacking, the dealer does not know what to do and consequently gives unsatisfactory service.

- **Keep order slips in a file marked "Books on Order."**
- **Arrange the forms alphabetically by author.**



Class No.
Author (surname first): Sanders, Gerald Dewitt, ed.
Accession No.
Title: Chief modern poets of England and America
No. of copies ordered: 1
Date ordered: 3-7-67
Publisher and Place: Macmillan New York
Year: 1962
Dealer: Jobber & Co
Edition or series
Volumes
List Price
Cost
Date received
Date of bill
L.C. card No.

Class No.
Author (surname first): Broderick, James
Accession No.
Title: Galileo, the man, his work and misfortunes
No. of copies ordered: 1
Date ordered: 3-7-67
Dealer: Jobber & Co
Date received
Date of bill
L.C. card No.

Class No.
Author (surname first): Branley, Franklyn
Accession No.
Title: Exploration of the moon
No. of copies ordered: 2
Date ordered: 3-7-67
Publisher and Place: Natural History Press Garden City
Year: 1963
Dealer: Jobber & Co
Edition or series
Volumes
List Price
Cost
Requested by: Mrs. John Jones, Science Dept.
Notify
Reviewed in

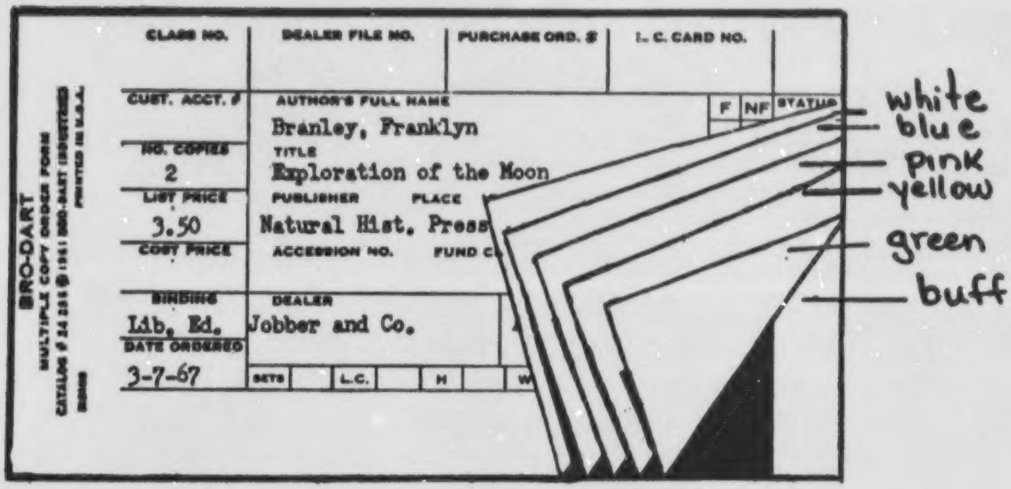
BOOKS
ON
ORDER

record
No. of copies,
date ordered,
and
Jobber before
filing.

BEST COPY AVAILABLE

Another Way of Ordering Materials is Through the Use of Multiple Order Forms

1. Multiple order forms may be purchased from any reliable library supply house.
2. The complete information on the request form is transferred to the multiple order form.



BRO-DART
MULTIPLE COPY ORDER FORM
PRINTED IN U.S.A.

CLASS NO.	DEALER FILE NO.	PURCHASE ORD. #	L. C. CARD NO.	
CUST. ACCT. #	AUTHOR'S FULL NAME Branley, Franklyn		F	NF	STATUS
NO. COPIES 2	TITLE Exploration of the Moon			
LIST PRICE 3.50	PUBLISHER PLACE Natural Hist. Press			
COST PRICE	ACCESSION NO. FUND C			
BINDING Lib. Ed.	DEALER Jobber and Co.			
DATE ORDERED 3-7-67	SETS	L.C.	H	W

white
blue
pink
yellow
green
buff

Multiple Order Form

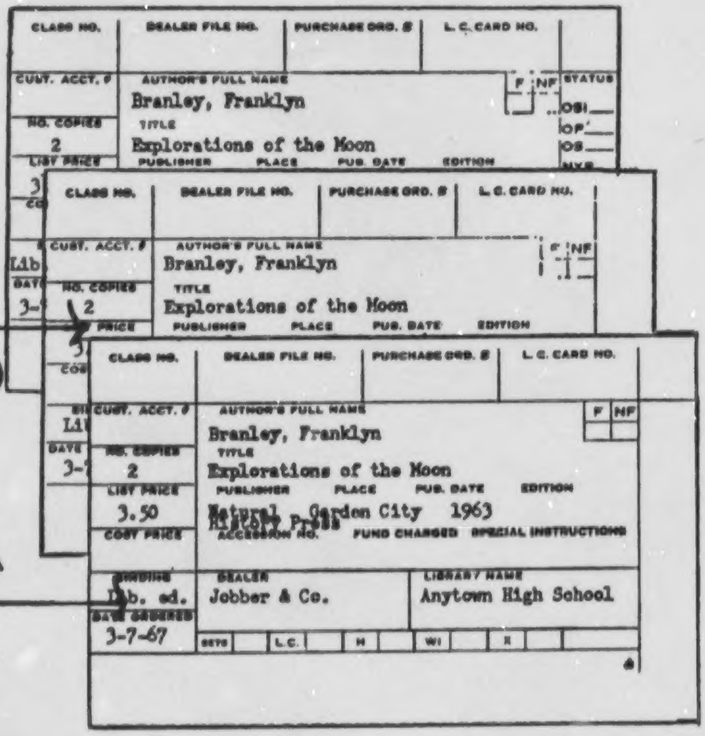
BEST COPY AVAILABLE

The Use of Multiple Order Forms—

1. Provides a systematic approach to order routines.
2. Expedites through the multiple copies of the order information the purchasing, processing, and record keeping.

For example, if your ordering is done centrally (through the Superintendent's office):

1. Send the white, green, and pink slips to the central office (through the principal's office).



The central office sends this slip to jobber. (white)

The central office retains this slip for purchasing records. (green) (file by purchase order)

uses this slip for communication purposes. (pink)

CLASS NO.	DEALER FILE NO.	PURCHASE ORD. #	L. C. CARD NO.

CUST. ACCT. #

AUTHOR'S FULL NAME: Branley, Franklyn

F | NF

NO. COPIES: 2

TITLE: Explorations of the Moon

LIST PRICE: 3.50

PUBLISHER: Natural History Press | PLACE: Garden City | PUB. DATE: 1963 | EDITION

COST PRICE

ACCESSION NO. | FUND CHARGED | SPECIAL INSTRUCTIONS

BINDING: Lib. ed.

DEALER: Jobber & Co.

LIBRARY NAME: Anytown High School

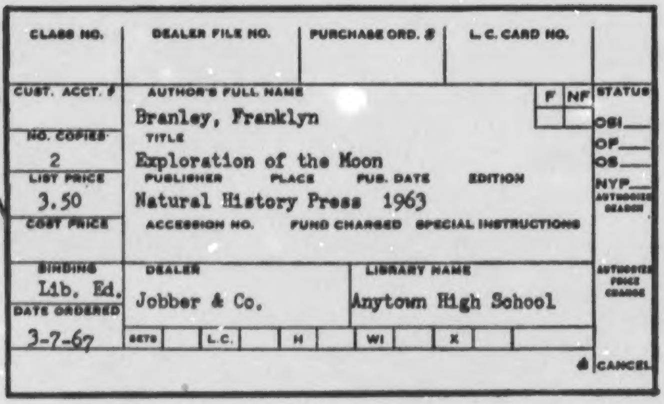
DATE ORDERED: 3-7-67

SETS | L.C. | H | WI | X

BEST COPY AVAILABLE

2. Send the blue slip to the principal's office.

principal files this slip in Principa's office for permanent record.

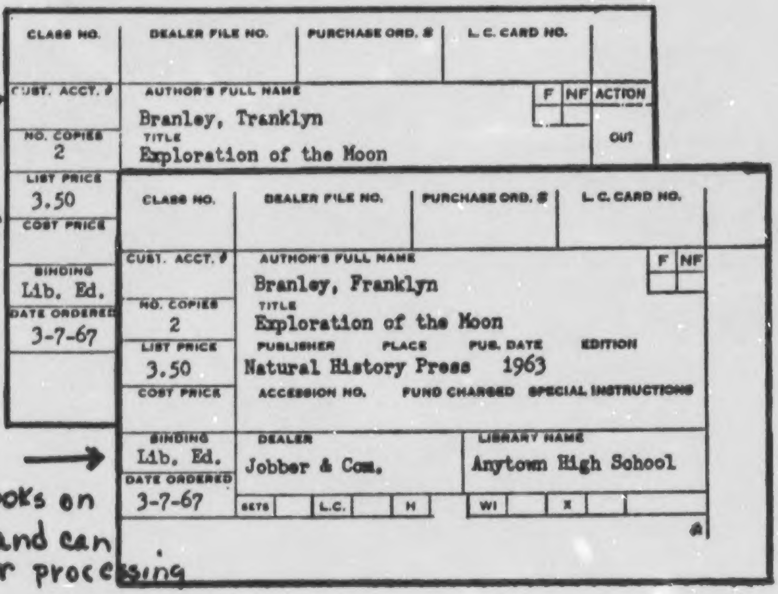


CLASS NO.
DEALER FILE NO.
PURCHASE ORD. #
L. C. CARD NO.
CUST. ACCT. #
AUTHOR'S FULL NAME Branley, Franklyn
F NF
STATUS
OSI___
OF___
OS___
NYP___
AUTHORIZE SEARCH
NO. COPIES 2
TITLE Exploration of the Moon
LIST PRICE 3.50
PUBLISHER PLACE PUB. DATE EDITION
Natural History Press 1963
COST PRICE
ACCESSION NO. FUND CHARGED SPECIAL INSTRUCTIONS
BINDING Lib. Ed.
DEALER Jobber & Co.
LIBRARY NAME Anytown High School
AUTHORIZE PRICE CHANGE
DATE ORDERED 3-7-67
SETS L.C. H WI X
CANCEL

3. Keep the yellow and buff slip in the librarian's office.

Use this slip for ordering LC cards or LJ Kits later.

This slip is filed in "Books on order" file and can be used for processing purposes.



CLASS NO.
DEALER FILE NO.
PURCHASE ORD. #
L. C. CARD NO.
CUST. ACCT. #
AUTHOR'S FULL NAME Branley, Tranklyn
F NF
ACTION
OUT
NO. COPIES 2
TITLE Exploration of the Moon
LIST PRICE 3.50
COST PRICE
BINDING Lib. Ed.
DATE ORDERED 3-7-67

CLASS NO.
DEALER FILE NO.
PURCHASE ORD. #
L. C. CARD NO.
CUST. ACCT. #
AUTHOR'S FULL NAME Branley, Franklyn
F NF
NO. COPIES 2
TITLE Exploration of the Moon
LIST PRICE 3.50
PUBLISHER PLACE PUB. DATE EDITION
Natural History Press 1963
COST PRICE
ACCESSION NO. FUND CHARGED SPECIAL INSTRUCTIONS
BINDING Lib. Ed.
DEALER Jobber & Com.
LIBRARY NAME Anytown High School
DATE ORDERED 3-7-67
SETS L.C. H WI X

NOTE: If the principal does the ordering, follow the same procedure used when ordering centrally except for one step:

The blue slip is kept in the librarian's office with the yellow and buff slips. This gives the librarian another slip to use for other purposes.

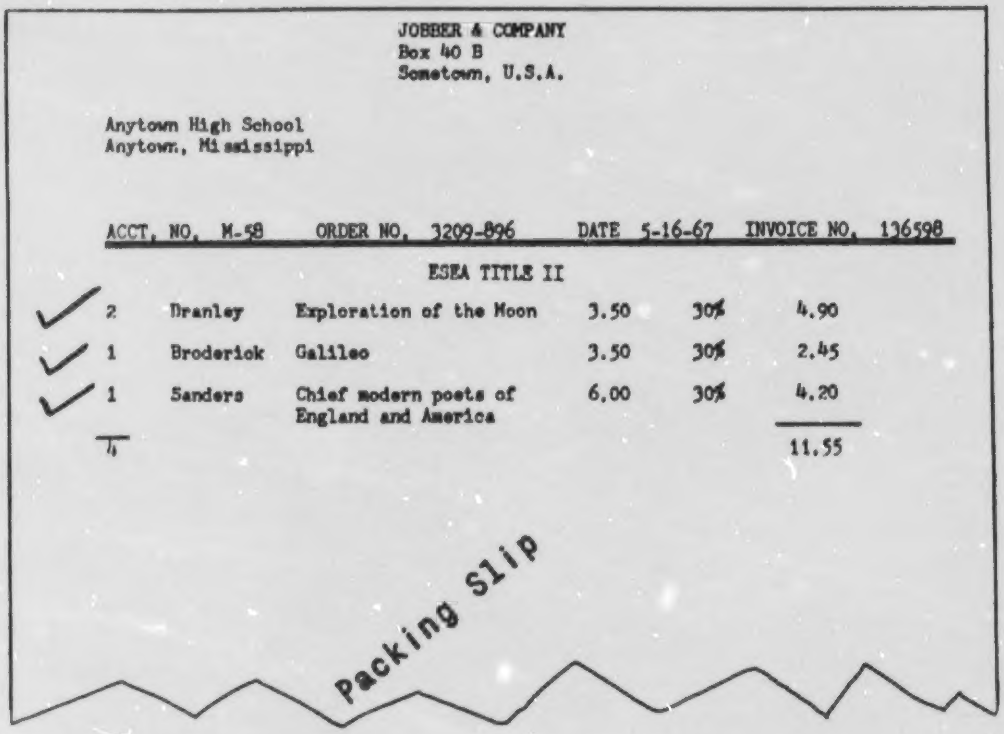
COPY AVAILABLE

Receiving Books

It is most important that you follow a systematic procedure for checking in the materials in each shipment.

SUGGESTED PROCEDURES FOR CHECKING IN BOOKS

1. Open box and locate packing slip.
2. Remove books from box and check (✓) packing slip.



JOBBER & COMPANY
Box 40 B
Sometown, U.S.A.

Anytown High School
Anytown, Mississippi

ACCT. NO. M-58 ORDER NO. 3209-896 DATE 5-16-67 INVOICE NO. 136598

ESEA TITLE II

✓	2	Dranley	Exploration of the Moon	3.50	30%	4.90
✓	1	Broderick	Galileo	3.50	30%	2.45
✓	1	Sanders	Chief modern poets of England and America	6.00	30%	4.20
	$\overline{4}$					11.55

Packing Slip

3. Put books on book truck in order that they appear on packing slip. Put packing slip in last book of package.

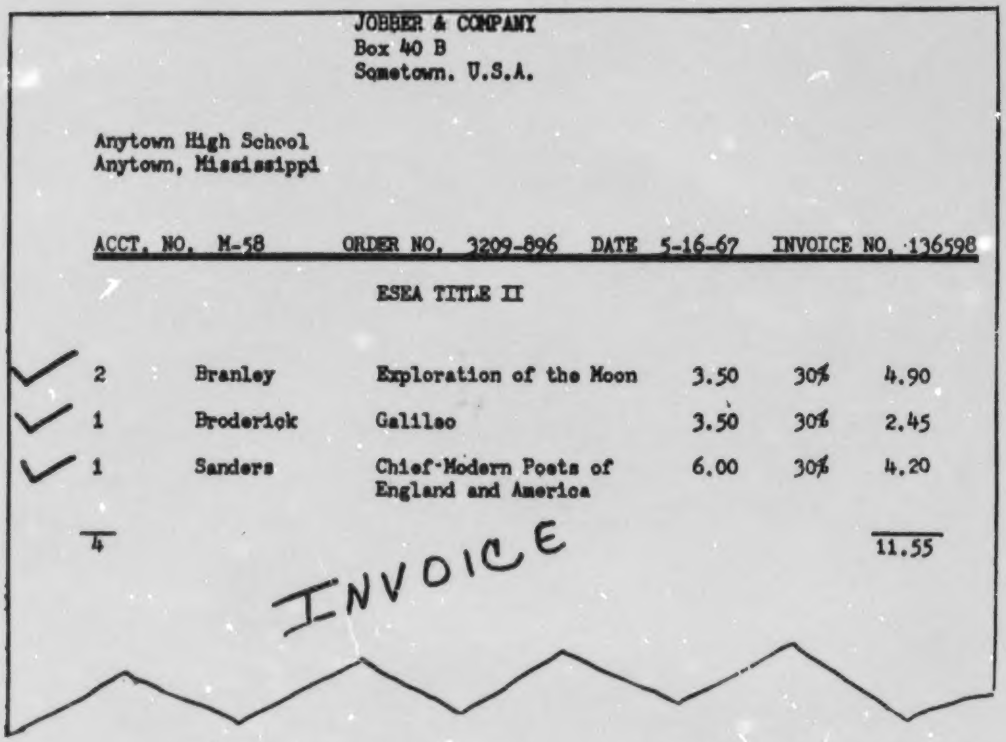
4. Note on packing slip any titles missing in shipment or other shipping error.

5. These books must then be matched with invoices.

6. If invoices have not arrived, shelve the books and label the shelf, "Books Awaiting Invoices."

7. For this next operation you need:
   a. Invoices
   b. "Books on Order" file

8. Check invoice with books (✓)



JOBBER & COMPANY
Box 40 B
Sometown, U.S.A.

Anytown High School
Anytown, Mississippi

ACCT. NO. M-58 ORDER NO. 3209-896 DATE 5-16-67 INVOICE NO. 136598

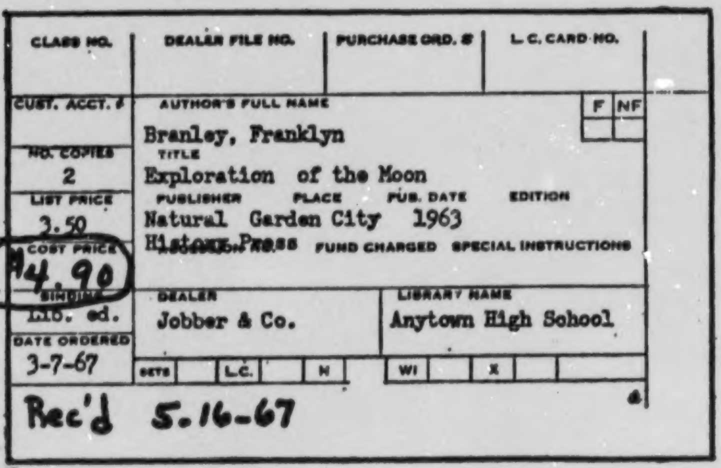
ESEA TITLE II

✓	2	Branley	Exploration of the Moon	3.50	30%	4.90
✓	1	Broderick	Galileo	3.50	30%	2.45
✓	1	Sanders	Chief Modern Poets of England and America	6.00	30%	4.20
	4					11.55

INVOICE

9. Match books with multiple order slips.

10. Record date received and actual price of book on buff slip. Put both yellow and buff slips in book. The buff slip becomes your work slip and it contains all necessary information for processing the book.



CLASS NO.
DEALER FILE NO.
PURCHASE ORD. #
L. C. CARD NO.
CUST. ACCT. #
AUTHOR'S FULL NAME
Branley, Franklyn
F ☐ NF ☐
NO. COPIES
2
TITLE
Exploration of the Moon
LIST PRICE
3.50
PUBLISHER
Natural History Press
PLACE
Garden City
PUB. DATE
1963
EDITION
COST PRICE
4.90
ACCESSION NO.
FUND CHARGED
SPECIAL INSTRUCTIONS
BINDING
lib. ed.
DEALER
Jobber & Co.
LIBRARY NAME
Anytown High School
DATE ORDERED
3-7-67
SETS ☐ L.C. ☐ N ☐ WI ☐ X ☐
Rec'd 5-16-67

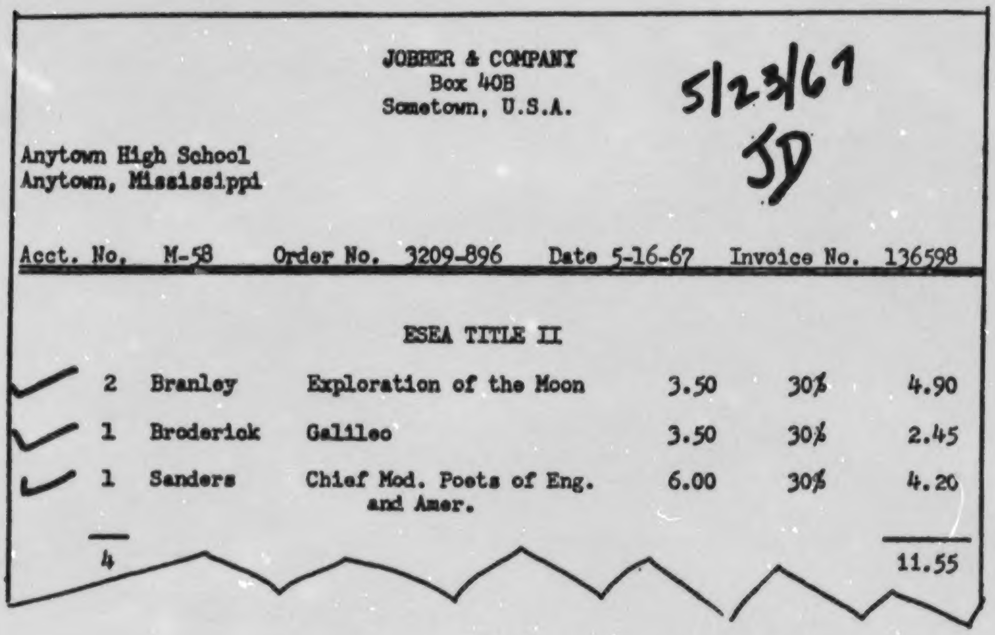
Actual price of book

Date received

BEST COPY AVAILABLE

11. When all titles on invoice are checked, initial invoice and date.

12. Invoice is now ready to be submitted to the principal's office for payment.



JOBBER & COMPANY
Box 40B
Sometown, U.S.A.

5/23/67
JD

Anytown High School
Anytown, Mississippi

Acct. No. M-58 Order No. 3209-896 Date 5-16-67 Invoice No. 136598

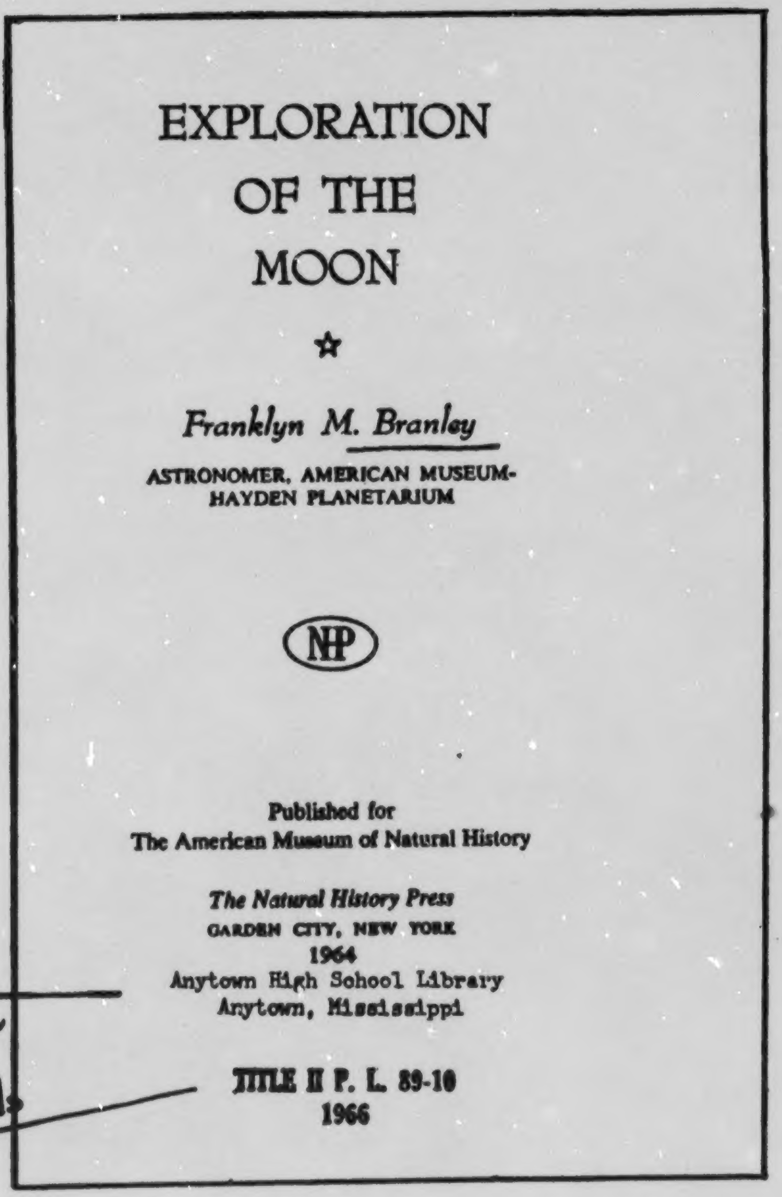
ESEA TITLE II

✓	2	Branley	Exploration of the Moon	3.50	30%	4.90
✓	1	Broderick	Galileo	3.50	30%	2.45
✓	1	Sanders	Chief Mod. Poets of Eng. and Amer.	6.00	30%	4.20
	4					11.55

COPY AVAILABLE

13. Stamp ownership on title page and foredge of book.

14. If the book has been purchased with Federal funds stamp this identification on the title page also.



EXPLORATION
OF THE
MOON

☆

Franklyn M. Branley

ASTRONOMER, AMERICAN MUSEUM-
HAYDEN PLANETARIUM

NHP

Published for
The American Museum of Natural History

The Natural History Press
GARDEN CITY, NEW YORK
1964
Anytown High School Library
Anytown, Mississippi

TITLE II P. L. 89-10
1966

Ownership stamp here

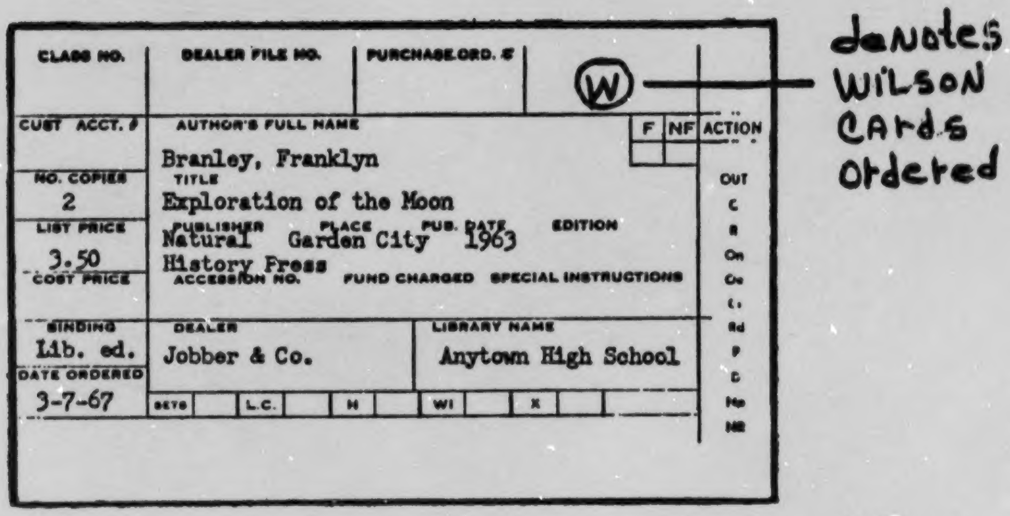
Federal funds stamp

15. **Shelve alphabetically** by author in area designated "BOOKS AWAITING PROCESSING."

16. The buff order slip will serve as your temporary shelf list card if you wish to process the book and circulate it before the cards are in the card catalog.

17. Use the yellow order slip for ordering printed catalog cards.

18. Note on order slip type of printed catalog card ordered. (Wilson, L. J. Kit, L.C., etc.)



CLASS NO.
DEALER FILE NO.
PURCHASE ORD. #
Ⓦ
CUST ACCT. #
AUTHOR'S FULL NAME: Branley, Franklyn
F
NF
ACTION
NO. COPIES: 2
TITLE: Exploration of the Moon
LIST PRICE: 3.50
PUBLISHER: Natural History Press
PLACE: Garden City
PUB. DATE: 1963
EDITION
COST PRICE
ACCESSION NO.
FUND CHARGED
SPECIAL INSTRUCTIONS
BINDING: Lib. ed.
DEALER: Jobber & Co.
LIBRARY NAME: Anytown High School
DATE ORDERED: 3-7-67
SETS
L.C.
H
WI
X

denotes WILSON Cards Ordered

The yellow order slip may be used for ordering printed catalog cards.

BEST COPY AVAILABLE

SOURCES OF PRINTED CATALOG CARDS

Library of Congress and H. W. Wilson

The Library of Congress began selling printed catalog cards to its subscribers in 1901 and the H. W. Wilson Company in 1938. These two sources are still giving tremendous service to school librarians throughout the nation. The Library of Congress now offers printed cards for films, filmstrips and phonorecords in addition to books. For information you may write:

Card Division
Library of Congress
Building 159
Navy Yard Annex
Washington, D. C. 20541

* * * *

The H. W. Wilson Company
950 University Avenue
Bronx, New York 10452

Processing Kits

Some librarians want more than printed catalog cards to expedite the technical processing of materials. Library Journal Cards, Inc. now has a processing kit on the market which furnishes a set of printed catalog cards, and a printed book card, book pocket, and a spine label. The kits sell for 29¢ each. LJ kits are now available for each title listed in **Publishers' Library Bindings in Print** (except those published by Random House and Follett) and **Children's Books for Schools and Libraries.**

The librarian may send a copy of her order to:

Library Journal Cards, Inc.
Box 27
Cooper Station P. O.
New York, New York 10003

The simplest way to order LJ kits is to send a copy of the book order that goes to the jobber, to LJ Cards, Inc., marked to indicate those titles for which you want kits.

Some wholesalers will send LJ kits with their book orders upon request. Among these are: Baker and Taylor, American News Company, De Wolfe and Company, Eastern Book Company, Acme Code Company, Tennessee Book Company, Carl J. Leibel, Inc. and Bemel Lord Associates.

Commercial Cataloging Services

Since 1959 there has been rapid expansion in commercial cataloging services. A project known as "cataloging-in-source" was abandoned as being impractical. An alternate plan known as "cards-with-books" is increasing in favor. Since most American trade books are cataloged in advance of publication, book publishers and dealers can furnish Library of Congress or Wilson cards for those titles which they stock. When cards can be procured simultaneously with books, much time can be saved.

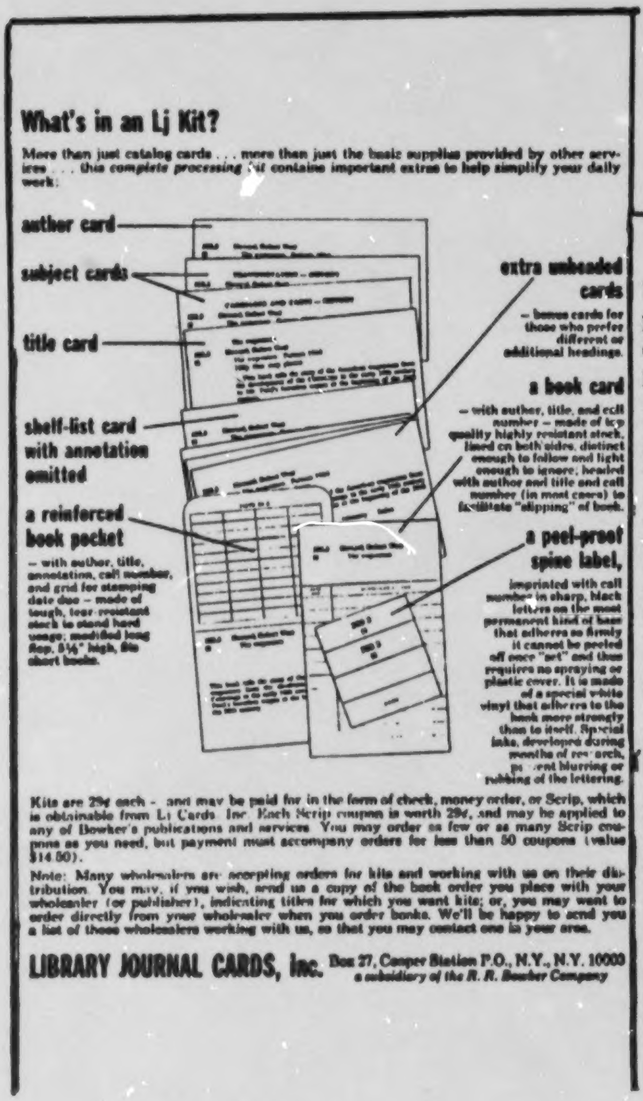
The librarian is usually offered a choice of plans: Books completely processed; books with processing kits; or kits for books already owned. Most of the firms listed use the Abridged Dewey Classification; follow Sears Subject Headings; use the first initial of the author's surname as the work number; have call numbers and headings on catalog cards; call numbers, authors and titles on book cards and pockets; and furnish labels for book spines and jackets of the books.

Companies Offering Processing Services

For the benefit of those librarians seeking such information, the American Library Association has prepared a listing of companies which completely process or catalog a book. The data presented in this publication (which may be found in the April 1, 1964, issue of **Library Journal**) will enable the librarian to make an evaluation of each firm's services in the light of her own requirements. As prices and policies are changing rapidly, it is recommended that the librarian write directly to the company in whose product she is interested for complete, up-to-date information.

Ordering Printed Catalog Cards

You may prefer Library Journal Book Processing Kits . . .



What's in an Lj Kit?

More than just catalog cards . . . more than just the basic supplies provided by other services . . . this *complete processing kit* contains important extras to help simplify your daily work:

author card

subject cards

title card

shelf-list card with annotation omitted

a reinforced book pocket – with author, title, annotation, call number, and grid for stamping date due – made of tough, tear-resistant stock to stand hard usage; modified long flap, 5¼" high, fits short books.

extra unheaded cards – bonus cards for those who prefer different or additional headings.

a book card – with author, title, and call number – made of top quality highly resistant stock, lined on both sides, distinct enough to follow and light enough to ignore; headed with author and title and call number (in most cases) to facilitate "slipping" of book.

a peel-proof spine label, imprinted with call number in sharp, black letters on the most permanent kind of base that adheres so firmly it cannot be peeled off once "set" and thus requires no spraying or plastic cover. It is made of a special white vinyl that adheres to the book more strongly than to itself. Special inks, developed during months of research, prevent blurring or rubbing of the lettering.

Kits are 29¢ each – and may be paid for in the form of check, money order, or Scrip, which is obtainable from Lj Cards Inc. Each Scrip coupon is worth 29¢, and may be applied to any of Bowker's publications and services. You may order as few or as many Scrip coupons as you need, but payment must accompany orders for less than 50 coupons (value $14.50).

Note: Many wholesalers are accepting orders for kits and working with us on their distribution. You may, if you wish, send us a copy of the book order you place with your wholesaler (or publisher), indicating titles for which you want kits; or, you may want to order directly from your wholesaler when you order books. We'll be happy to send you a list of those wholesalers working with us, so that you may contact one in your area.

LIBRARY JOURNAL CARDS, Inc. Box 27, Cooper Station P.O., N.Y., N.Y. 10003
a subsidiary of the R. R. Bowker Company

HOW TO ORDER

Must kits be ordered on any special order form, or by number, or in any particular sequence?

Fulfillment of your orders will be greatly speeded if you send them to us **arranged by publisher, and alphabetically by title**—on the order form most convenient for you. If you wish, simply send us a copy of the book order you submit to your wholesaler or publisher, marked to indicate those titles for which you want Book Processing Kits — **but please include publisher wherever known.**

How should payment be made?

Please help us expedite service by sending payment with all orders for less than $14.50 in the form of check, money order — or Scrip. The Scrip is obtainable from Lj Cards, Inc. with each coupon worth 29¢, the value of one Lj Book Processing Kit. You may order as few or as many Scrip coupons as you need but payment must accompany orders for less than 50 coupons (value $14.50).

BEST COPY AVAILABLE

Or you may prefer to:

Solve Your Cataloging Problems

With Wilson Printed Catalog Cards

With or Without Subject Headings and

DC Numbers at the Top

CHECKLIST OF SETS OF CATALOG CARDS

ORDER FORM

THE H. W. WILSON COMPANY
950 University Avenue
Bronx, New York 10452

( ) Please enter our order for .... sheets of coupons (at $3.00 for a sheet of twenty-five). I understand that these coupons are to be used ONLY FOR THE PURCHASE OF SETS OF PRINTED CATALOG CARDS and should accompany all future orders for Cards.

( ) Bill our account (MINIMUM BILLING $3.00)

or

( ) Check or money order enclosed for Catalog Card Order

CARDS MAY BE PURCHASED (Please check one)

- **( ) WITH subject headings and class numbers at top**
- **( ) WITHOUT**

Name of Library ....

Address ....

City .... **State** .... **ZIP** ....

Ordered by ....

11-66—16M (5085) H.D.

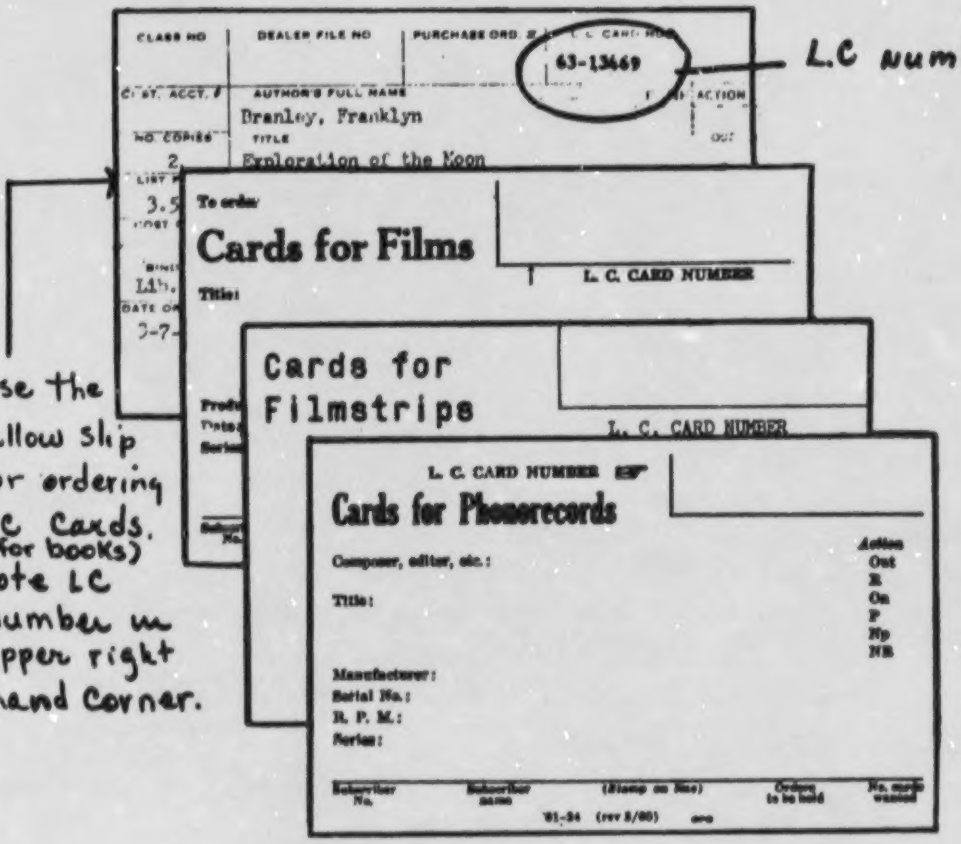
Bradley, C. G. Western World costume 391.09
Bradley, D. Cappy and the jet engine jPic
Bradley, D. Electing a president 329
Bradley, D. Engineers did it! j620.9
Bradley, D. Here's how it works 507.2
Bradley, D. Meeting with a stranger jPic
Bradley, D. Mystery at the Shoals Pic
Bradley, D. Our world of science 507.2

be light 535
Burbank, nature's 92
remarkable Adams 920
the time, please j681
fighter 940.54
Pic
logists and what 571.609
p Pic
nd of homecoming 966
r, with love 92
y children 820.8
jPic
f Eden Pic
ing Pic
Pic
Pic
wild Pic
ongers 784
olidays 784
Aliki
92
rock hound jPic
of coexistence 900.82
around you j533
Dipper j523.8
ks, little tracks j591
of astronauts for j629.4
moon rockets for j629.4
of planets for you j523.4
satellites for you 629.4
nts in sky watch- 523
nts in the principles of space travel 629.4
Branley, F. M. Exploration of the moon 629.4
Branley, F. M. Exploring by astronaut 629.4
Branley, F. M. Exploring by satellite 629.4
Branley, F. M. Flash, crash, rumble, and roll j551.5

Another Source of Printed Cards is THE LIBRARY OF CONGRESS CARD DIVISION

WRITE FOR INSTRUCTIONS FOR ORDERING L. C. PRINTED CARDS FROM

CARD DIVISION
LIBRARY OF CONGRESS
BUILDING 159
NAVY YARD ANNEX
WASHINGTON, D. C. 20541



CLASS NO | DEALER FILE NO | PURCHASE ORD. # | L. C. CARD NO.
63-13469
CUST. ACCT. #
AUTHOR'S FULL NAME
Branley, Franklyn
ACTION
NO. COPIES
2
TITLE
Exploration of the Moon
OUT
3.5
Lib.
3-7-

To order
Cards for Films
L. C. CARD NUMBER
Title:

Cards for
Filmstrips
L. C. CARD NUMBER

L. C. CARD NUMBER
Cards for Phonorecords
Composer, editor, etc.:
Title:
Manufacturer:
Serial No.:
R. P. M.:
Series:

Action
Out
R
On
P
Np
NB

Subscriber No. | Subscriber name | (Stamp on line) | Orders to be held | No. cards wanted

L.C number

Use the Yellow slip for ordering LC Cards. (for books) Note LC number in upper right hand corner.

Receiving Printed Catalog Cards

1. Check cards against packing slip or invoice. (Note: There is no invoice if coupons are used to order printed cards.)
2. Approve invoice for payment.
3. Match sets of catalog cards with books on shelf marked "BOOKS AWAITING PROCESSING."
4. Books are now ready to be classified, cataloged and prepared for circulation.

Chapter VI

ORGANIZING THE LIBRARY COLLECTION: HINTS ON CLASSIFICATION AND CATALOGING

Part I: Classification

The books in most school libraries are arranged according to the Dewey Decimal System of Classification. In this system all knowledge is divided into ten subject divisions; each division is given a number ranging from 000 to 999:

DIVISIONS OF THE DEWEY DECIMAL CLASSIFICATION SYSTEM

000-099	**General works**	Books that contain information about many subjects.
030	Encyclopedias	
100-199	**Philosophy**	Man thinks — books that deal with how, why, and what a person thinks; and the kind of person he is.
137	Personality	
150	Psychology	
170	Conduct of life	
200-299	**Religion**	Man thinks about God — books about religion, including the Bible, Bible stories, and mythology.
220	Bible	
291	Mythology	
300-399	**Social sciences**	Man deals with his neighbor — books that deal with the relationship of people in law, government, vocations, international relations, and social relations.
304	Social problems	
330	Economics	
353	State and national government	
371.42	Vocations	
395	Etiquette	
398	Legends and folklore	
400-499	**Language**	Man speaks to his neighbor — books that tell how to speak, write, and use our language, or some other language.
423	English dictionary	
425	English grammar	
463	Spanish dictionary	

500-599	Science	Man discovers the natural world—books that describe the natural world and its laws, including mathematics, chemistry, physics, and biology.
510	Mathematics	
520	Astronomy	
530	Physics	
540	Chemistry	
580	Botany	
582	Trees	
583	Flowers	
590	Zoology	
598.1	Reptiles	
598.2	Birds	
600-699	Useful arts	Man learns to make useful things — books that tell how to do and how to make things that are useful, including books about inventions, homemaking, and shop work.
610	Medicine	
620	Machinery	
621.38	Radio	
629.1	Aeronautics	
629.2	Automobiles	
640	Homemaking	
641.5	Cookbooks	
646	Dressmaking	
671	Metal Work	
684	Woodwork	
700-799	Fine arts	Man learns to enjoy and make beautiful things — books about leisure-time activities, such as hobbies, moving pictures, and sports.
720	Architecture	
730	Sculpture	
740	Drawing, design	
750	Painting	
780	Music	
793	Indoor sports	
796	Outdoor sports	
800-899	Literature	Man records his thoughts — books that contain the literature of a nation—in poetry, drama, essays, and other forms.
808.08	Collections of literature	
808.3	Short stories	
820	English literature	
821	Poetry of one author	
821.08	Collections of poems	
822	Drama	
824	Essay	
860	Spanish literature	

900-999	**History**	**Man records his actions—books of history, biography, travel, and geography.**
910	Travel and geography	
917.3	Travel in the United States	
918	Travel in South America	
920	Collective biography	
921 (B)	Biography (See below)	
930	Ancient History	
940	European History	
973	U. S. History	
973.2	U. S. History—Colonial Period	
973.7	U. S. History—Civil War	
976.4	Texas History	

FICTION

Fiction is arranged on the shelves alphabetically according to the last name of the author: as Schultz, Sperry, Stevenson. In most cases, the first letter of the author's surname is placed on the spine of the book.

BIOGRAPHY

Individual biography is arranged by subject. This method is used so that all biographies of one person will be placed together on the shelves. Individual biographies are lettered 92 or B with the subject's initials or name written below. For example, all biographies about George Washington are lettered

92 or B; 92 or B
W W Washington Washington

SPECIAL COLLECTIONS

Every library has special collections that are usually designated by a symbol above the classification number or by a special marking. Some of the special collections that may be in the school library are listed below:

Collection	**Symbol or Special Marking**
Short story or story collection	SC or 808.3
Individual biography	B or 921
Reference books	R
Information file	IF or VF
Pamphlets	Pam

The Classification Process: What is the Subject of the Book?

Classifying a book is merely determining its subject. This is the decision which makes it possible for the librarian to bring together on one shelf all books written about the same subject. **Determining the subject of a book is not always an easy task.** Why? According to Dorothy H. Currie in **How to Organize a Children's Library** the following reasons are stated:

- **Titles are very frequently misleading.**
- **Descriptions of books printed on the jacket (blurbs) very often have little to do with the real book.**
- **In summary, books can not be judged by their covers.**

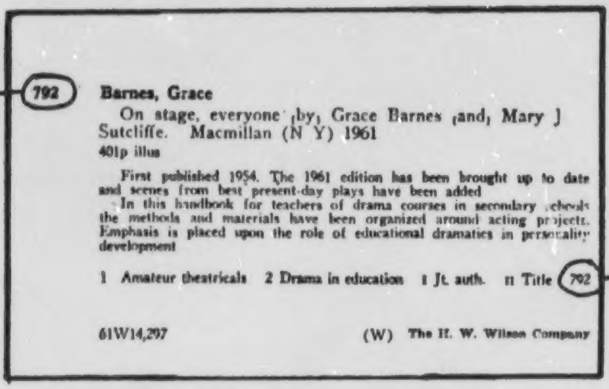
The best and most accurate method used to determine what a book is about is **to read the book and to relate it to the known subject fields.** Since reading an entire book in order to classify it is an impossibility for most librarians, they have to resort to other methods which are practical, efficient, and brief. A standard method used by many librarians is referring to certain professional tools or aids:

- **Printed Catalog Cards (see pages 49-54)**
- **Children's Catalog. 1966 ed.**
- **Basic Book Collection for Elementary Grades**
- **Basic Book Collection for High Schools**
- **Basic Book Collection for Junior High Schools**
- **Junior High Catalog. 1965 ed.**
- **Standard Catalog for High School Libraries**
- **Dewey Decimal Classification Guide (abridged or unabridged)**

REMEMBER, you are working with a book to determine its subject, and **therefore its classification.** To accomplish this, you will not forget TO REFER TO THE BOOK as well as the tools or aids listed above.

Printed Catalog Cards

If printed cards are available, classifying the book is a simple matter. Note the Wilson card below. The classification number from the Dewey Decimal System which is appropriate for this book is in the lower right-hand corner—792. You will also note that this same number appears in the upper left-hand corner.



The classification number appears here only when request is made at the time cards are ordered from H. W. Wilson.

792 **Barnes, Grace**

On stage, everyone ₍by₎ Grace Barnes ₍and₎ Mary J Sutcliffe. Macmillan (N Y) 1961

401p illus

First published 1954. The 1961 edition has been brought up to date and scenes from best present-day plays have been added

In this handbook for teachers of drama courses in secondary schools the methods and materials have been organized around acting projects. Emphasis is placed upon the role of educational dramatics in personality development

1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

Dewey Decimal Classification Number

NOTE: Sometimes two classification numbers appear in the lower left-hand corner of the printed card. When this happens a decision must be made as to which number will be used.

When two classification numbers are given, Currie suggests taking the following steps:

- Check the alphabetical listing in one of the Standard Catalogs — Children's, Junior High, or High—to see if this particular title is included.
- If it is included look to the right of the entry for the suggested classification number. (It will be in bold-face type.)
- If it is one of those on the card, use it.
- If the title is not included, use the first classification number on the card to find that section in one of the Standard Catalogs for that number.
- Compare the description of books listed here with the description found on the jacket of the book you are classifying.
- Also check the table of contents of the book, the preface and introduction and, if necessary, skim the first chapter to see how the book compares with those described in the Standard Catalog you are using.

- If they are similar use the one number given for the one group of books which seem most similar to the book you are classifying.

REMEMBER—Either of the numbers may be used correctly, but a choice must be made.

Printed Catalog Cards Are Not Available

When printed catalog cards are unavailable, the classification process becomes one in which the librarian becomes a "decision-maker". It becomes necessary to classify books by using any available tools and techniques that will place the book in the most appropriate and usable subject area. In general, the following points should be considered in determining the classification number of the book.

- Check all possible sources of information about the subject of the book. (The best source of information is the book itself.)
- Check the preface, the introduction and table of contents for clues to the contents of the book.
- Consult any available authorities. (Other established card catalogs, other books, other libraries, other librarians)
- Select the most appropriate number and assign it.

Classification and Processing

Having decided upon the classification number, the next step involves applying it to the physical processing of the book. The following outline lists suggested procedures to follow in preparing the book for circulation:

A. Turn to title page

B. Assign classification number in upper left hand corner or other location on title page. (Some librarians assign classification number in upper right hand corner, or in middle of page.)

C. Assign copy number (or accession number if you use accession record) in upper right hand corner of title page.

D. Directly beneath first digit of the classification number. place the first letter of the author's last name unless the book is an individual biography. In this case, use the first initial of the last name of the subject of the book—the person about whom the book is written.

NOTE: This combination of the classification number and the initial letter of the author's last name (or, for individual biography, the initial letter of the subject of the book) is referred to as the CALL NUMBER of the book. The call number becomes a permanent identification number for the book.

E. When processing sets of books containing a number of volumes, place volume number directly under author's initial. This, too, is part of the call number.

F. Book is now ready for book card, book pocket, date due slip and lettering the spine.

The approach presented herein for the cataloging and classification of library resources is developed from a source which should be in every librarian's collection:

Currie, Dorothy H. How to Organize a Children's Library. Dobbs Ferry, New York: Oceana Publications, Inc., 1965. $5.00.

SAMPLE TITLE PAGE OF BOOK WITH DEWEY DECIMAL CLASSIFICATION

Classification number

919.31
L

Author's initial

Place call number here or in other location on title page

C.1

This shows no. of copies of this title that library owns

New Zealand

JOHN LONGLEY

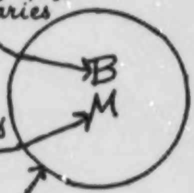
A FIRST-LOOK-AT-GEOGRAPHY BOOK

Illustrated by B. BIRO

G. P. PUTNAM'S SONS · NEW YORK · 1965

TITLE II P. L. 89-10 1967
STATE OF MISSISSIPPI
DEPARTMENT OF EDUCATION

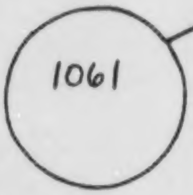
SAMPLE TITLE PAGE OF INDIVIDUAL BIOGRAPHY



B for Biography; Some libraries use 92. Either is correct.

Initial of subject of book. (Mozart)

Call number.



Accession number. Some libraries use this instead of copy number. Either is correct.

Masters of Music

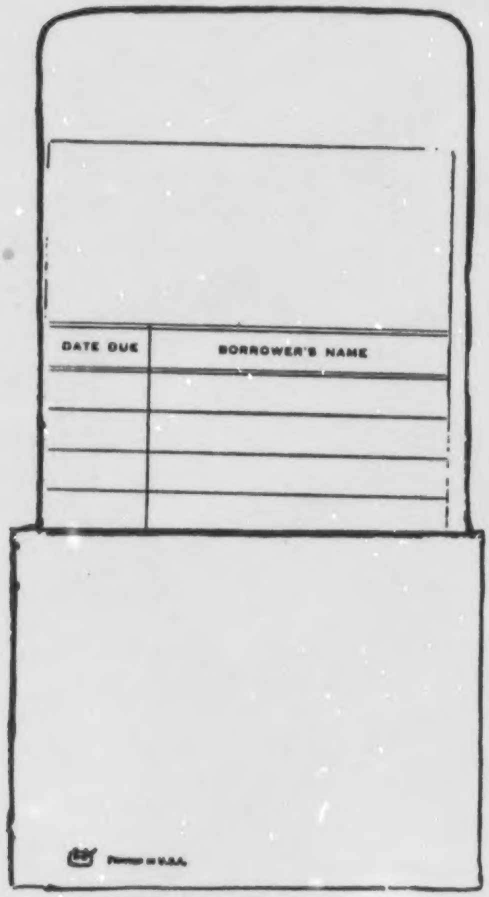
MOZART

Percy M. Young

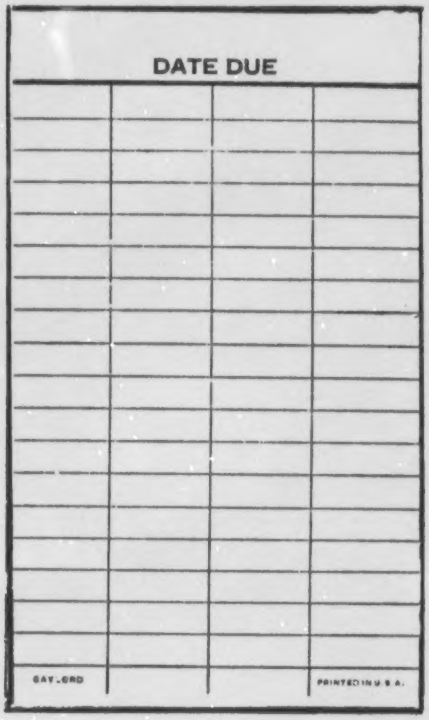
David White · New York

TITLE II P. L. 89-10 1967
STATE OF MISSISSIPPI
DEPARTMENT OF EDUCATION

SUPPLIES NEEDED FOR THE PHYSICAL PROCESSING OF THE BOOK


DATE DUE
BORROWER'S NAME
PRINTED IN U.S.A.

BOOK CARD AND
BOOK POCKET


DATE DUE
GAYLORD
PRINTED IN U.S.A.

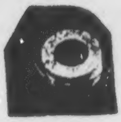
DATE DUE SLIP

LIBRARY PASTE

ELECTRIC PENCIL
OR
ELECTRIC STYLUS

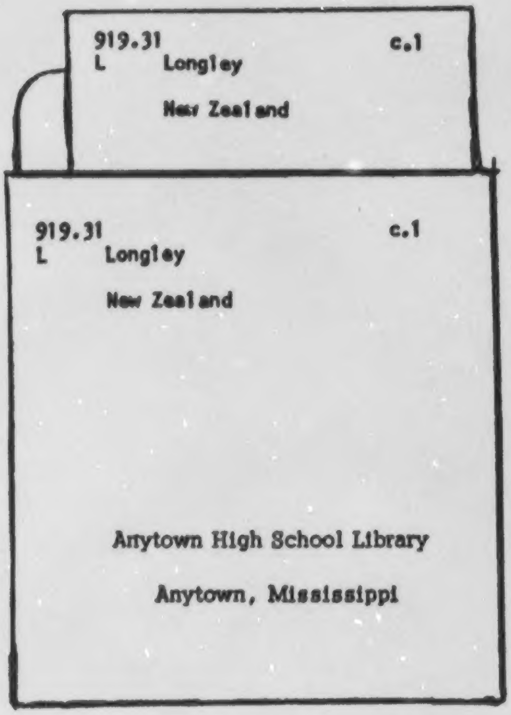
Spray
Shellac

SHELLAC



TRANSFER
PAPER

COMPLETED BOOK CARDS AND POCKETS



919.31 c.1
L Longley

New Zealand

919.31 c.1
L Longley

New Zealand

Anytown High School Library

Anytown, Mississippi

A. The book pocket should be pasted on either the inside front cover or inside back cover, whichever the individual librarian prefers. The date due slip is pasted on page opposite the pocket.

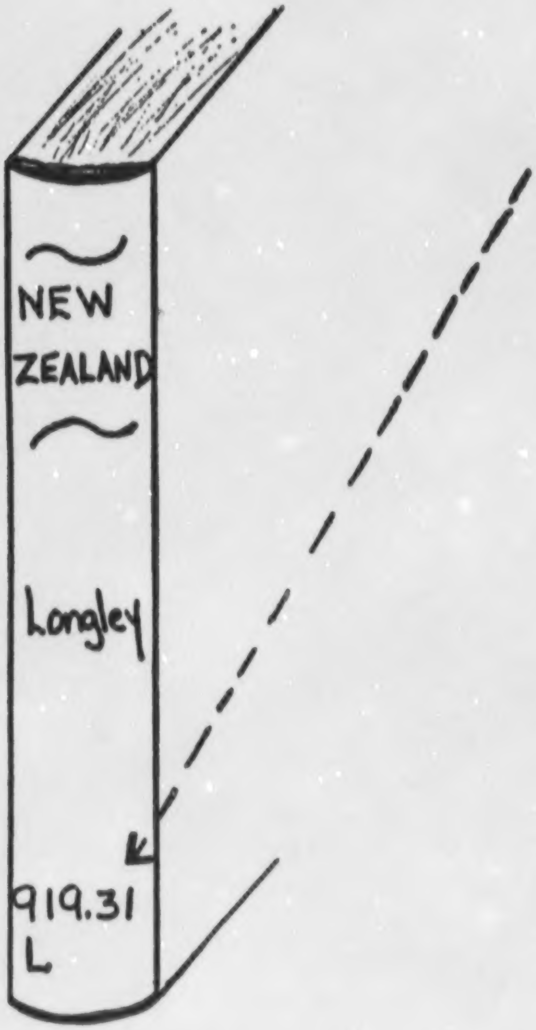
B. The call number is typed in the upper left hand corner of both book card and pocket.

C. The copy number or accession number is typed in the upper right hand corner of both book card and pocket.

D. The author's last name and title of book is also typed on both book card and pocket.

E. The name of the school is stamped on book pocket.

FINAL STEP IN TECHNICAL PROCESSING . . . LETTERING THE SPINE OF THE BOOK



A. The call number should be printed on the spine of each book the same height from the bottom of the books. One to one and one half inches (1-1½ inches) from the bottom is preferable. See "Basic Rules for Lettering" on following page.

B. Use an electric stylus (See illustration, page 66) and transfer paper to letter the call numbers on the spines.

C. When the lettering is dry, shellac the entire spine of the book. A spray shellac is a time - saver for the process.

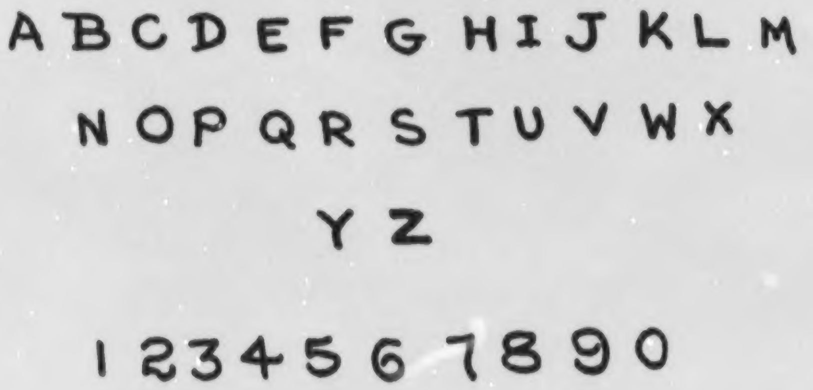
BASIC RULES FOR LETTERING

I. Mark books for lettering one to one and one half (1-1½") inches up from bottom of spine. Place top edge of call number even with marking.

II. Letter dark spines with electric pencil or stylus using white transfer paper.

III. Letter light books with electric stylus and black transfer paper. Some light books with markings in lettering area must be "inked" before lettering. India ink is preferable for this process.

IV. BASIC FORM FOR LETTERING:


A B C D E F G H I J K L M
N O P Q R S T U V W X
Y Z
1 2 3 4 5 6 7 8 9 0

Part II: Cataloging

Cataloging is a process in which the end result is telling students or other library patrons what is in the library. It extends the work begun by classification in selecting a variety of topics or subject headings which describe the contents of the book accurately. The selections of subject headings must be made available to the reader in such a way that he may see the relationship between "his book" and all materials in the library.

Cataloging Provides an Index to the Library

"Where are the books about birds?" How many times during the year does the school librarian answer questions of this nature. The average school librarian spends many hours of the day "giving directions" as to location of materials. When the library collection is cataloged, this task is minimized. The cataloging process develops an index to all the materials in the collection in much the same manner that a book's index provides the reader with a "key to the book." The form of the index to the library is quite different from that of a book. The library's index is usually made available in the form of a file of 3" x 5" cards called the Card Catalog.

The Card Catalog

The card catalog is an alphabetical index to the contents of the library. The cards contain all the pertinent information about the collection by providing the reader with answers to the following questions:

- What is the title of a book?
- Who wrote the book?
- What subjects does the book cover?
- Are there any related subjects that may be used in discovering the contents of the book?

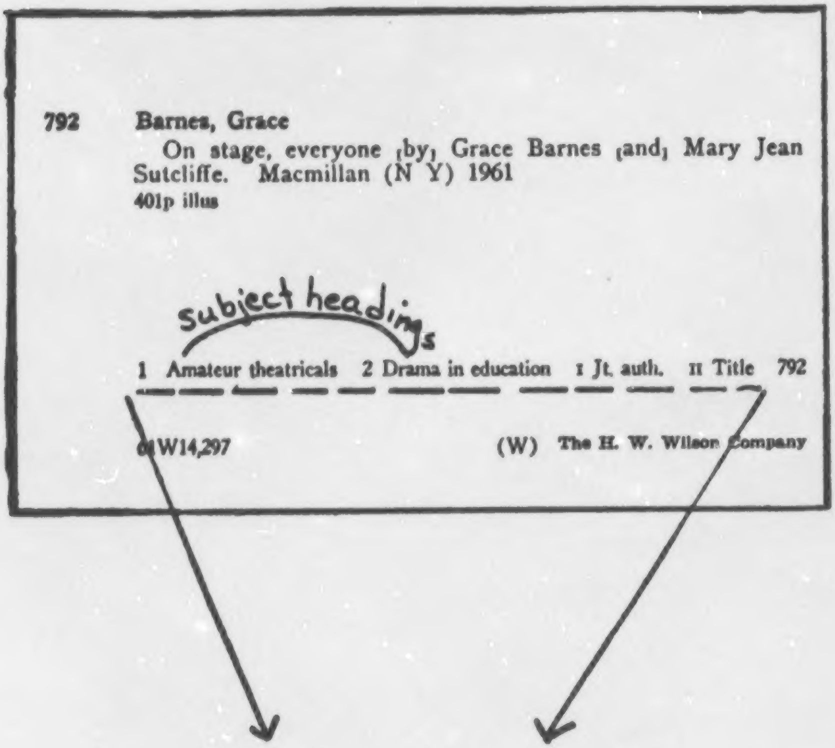
Although cataloging is the most technical part of library work, it is no longer considered too difficult even for untrained librarians. The availability of various kinds of printed cards (See pages 59-61) offer a means of accurate cataloging which cannot be duplicated by the efforts of an untrained librarian. If you have printed catalog cards for a book, the cataloging for it has been done.

Catalog Headings

Printed cards provide printed classification numbers (see p. 70) and printed catalog headings for the book. In essence, printed cards through catalog headings help the patrons discover:

- the title of the book
- the author's name (his real name or his pseudonym)
- joint author of the book (if it has more than one author)
- subject or subjects which the book covers (what is the book about?)
- the illustrator of the book

PRINTED CARDS PROVIDE PRINTED CATALOG HEADINGS:



792 **Barnes, Grace**

On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

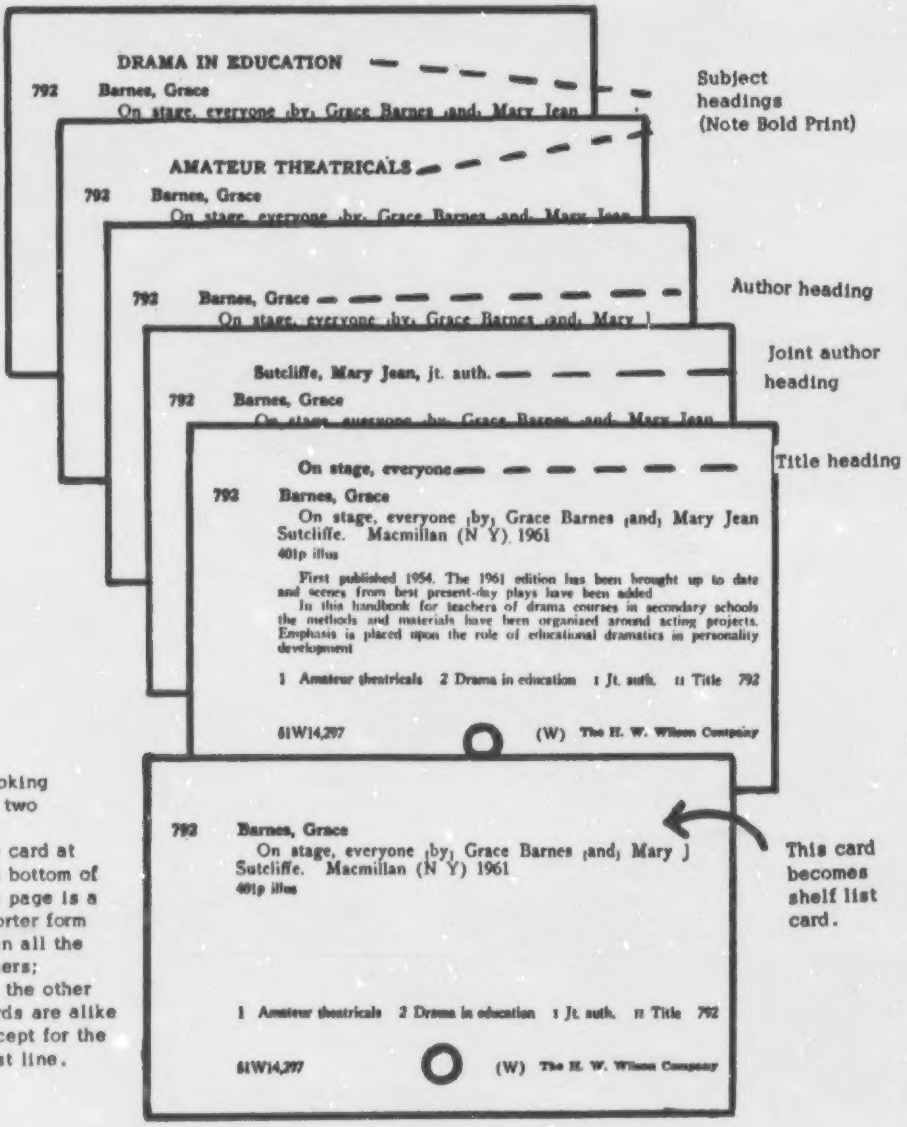
subject headings

1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

Catalog headings on printed cards follow either Roman numerals or Arabic numerals.
There are 4 other catalog headings (in addition to author) for this book, two subject headings, a joint author heading, and a title heading.
For every heading listed here there is a card with this item on the first line. (See examples on following page)

LET'S EXAMINE A COMPLETE SET OF WILSON CARDS WITH PRINTED CATALOG HEADINGS . . .



DRAMA IN EDUCATION
792 **Barnes, Grace**
On stage, everyone ,by, Grace Barnes ,and, Mary Jean

AMATEUR THEATRICALS
792 **Barnes, Grace**
On stage, everyone ,by, Grace Barnes ,and, Mary Jean

792 **Barnes, Grace**
On stage, everyone ,by, Grace Barnes ,and, Mary J

Sutcliffe, Mary Jean, jt. auth.
792 **Barnes, Grace**
On stage, everyone ,by, Grace Barnes ,and, Mary Jean

On stage, everyone
792 **Barnes, Grace**
On stage, everyone ₍by₎ Grace Barnes ₍and₎ Mary Jean Sutcliffe. Macmillan (N Y), 1961
401p illus

First published 1954. The 1961 edition has been brought up to date and scenes from best present-day plays have been added

In this handbook for teachers of drama courses in secondary schools the methods and materials have been organized around acting projects. Emphasis is placed upon the role of educational dramatics in personality development

1 Amateur theatricals 2 Drama in education i Jt. auth. ii Title 792

61W14,297 (W) The H. W. Wilson Company

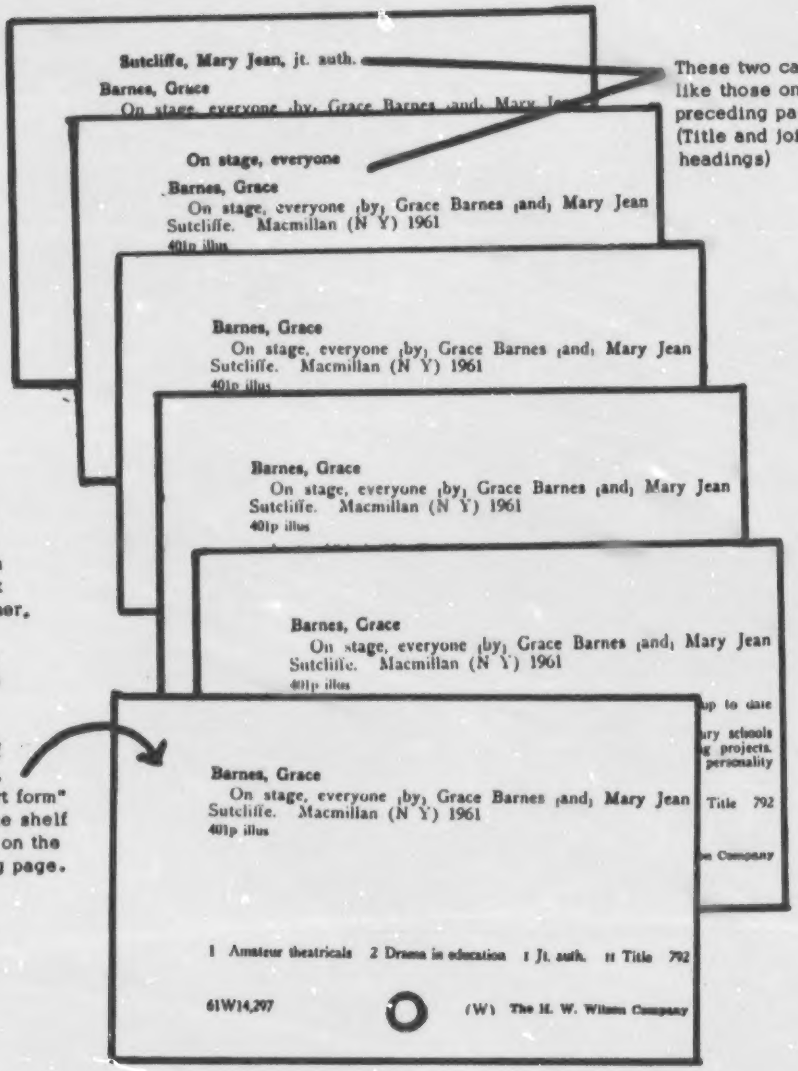
792 **Barnes, Grace**
On stage, everyone ₍by₎ Grace Barnes ₍and₎ Mary J Sutcliffe. Macmillan (N Y) 1961
401p illus

1 Amateur theatricals 2 Drama in education i Jt. auth. ii Title 792

61W14,297 (W) The H. W. Wilson Company

After looking
we find two
things:
(1) the card at the bottom of the page is a shorter form than all the others;
(2) All the other cards are alike except for the first line.

LET'S EXAMINE A SET OF WILSON CARDS WHICH DOES NOT HAVE ALL HEADINGS PRINTED AT THE TOP . . .



Sutcliffe, Mary Jean, jt. auth.

Barnes, Grace

On stage, everyone [by] Grace Barnes [and] Mary Je

On stage, everyone

Barnes, Grace

On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

Barnes, Grace

On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

Barnes, Grace

On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

Barnes, Grace

On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

up to date

ary schools
g projects.
personality

Title 792

n Company

Barnes, Grace

On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

These two cards are like those on preceding page. (Title and joint author headings)

NOTE:
No printed classification number in upper left hand corner.

All these cards are alike.

The shelf list card, "the short form" is like the shelf list card on the preceding page.

Completing the Necessary Information on Printed Catalog Cards

If your library uses printed cards, it must be remembered that the cards are not ready to file when they arrive. However, it is a relatively easy job to complete them. The following outline provides suggested helps in completing the necessary information on printed cards.

A. Complete the call number on every card in the set. (Call number = classification number + author initial except for books of individual biography.)

B. If the printed cards do not have subject headings printed at the top these will have to be added.

   - **Use only one subject heading per card.**
   - **Type subject heading one line above author's name, beginning 3 typing spaces to the right of the first letter of author's name.**
   - **Type subject heading in CAPITAL LETTERS.**
   - **Follow wording and punctuation or any abbreviation as they appear on the lower part of the card.**

C. Make a title card for every book.

   - **Type the title of the book one line above the author's name.**
   - **Capitalize only the first letter of the first word of the title (unless a proper name is part of the title).**

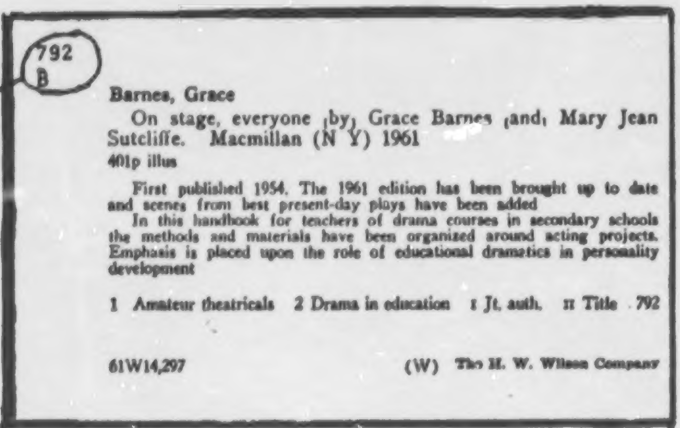
NOTE: For beginning librarians, the above steps are all that are necessary in completing cards for the main catalog.

D. Complete the shelf list card. (The "short form card" at bottom of page 71 and 72.)

   - **Type the call number in the upper left hand corner.**
   - **Add the copy number or accession number. (See example on page 75)**
   - **Following copy number or accession number of each title add source, date received and price of book. (If book is purchased with special funds add this information also. Example: ESEA Title II, 1967.)**

- **If the book is one volume of a set add this information directly following copy number or accession number.**

Complete the call number on the author card. It is now ready to file.



792
B

Barnes, Grace

On stage, everyone ₍by₎ Grace Barnes ₍and₎ Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

First published 1954. The 1961 edition has been brought up to date and scenes from best present-day plays have been added

In this handbook for teachers of drama courses in secondary schools the methods and materials have been organized around acting projects. Emphasis is placed upon the role of educational dramatics in personality development

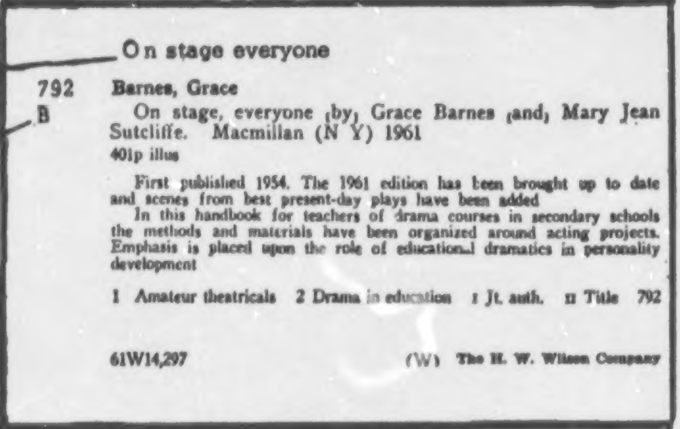
1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

Author Card

Type in title of book.

Complete call number. Title card is now ready to file.



On stage everyone

792
B

Barnes, Grace

On stage, everyone ₍by₎ Grace Barnes ₍and₎ Mary Jean Sutcliffe. Macmillan (N Y) 1961

401p illus

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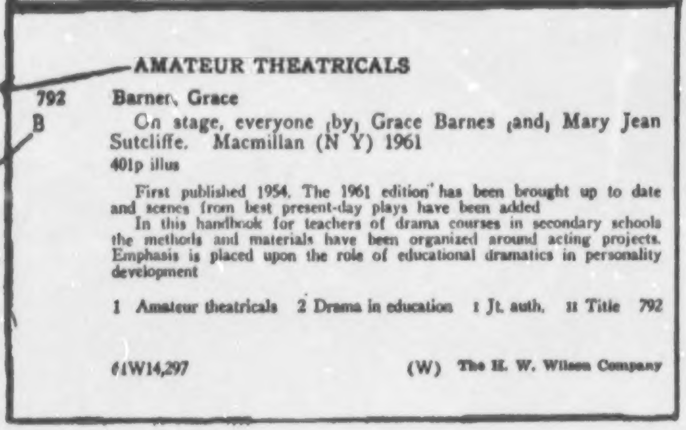
1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

Title Card

Type in subject as it appears at bottom of card. Type in all capital letters.

Complete call number. Subject card is ready to file.



AMATEUR THEATRICALS

792
B

Barnes, Grace

On stage, everyone ₍by₎ Grace Barnes ₍and₎ Mary Jean Sutcliffe. Macmillan (N Y) 1961

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1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

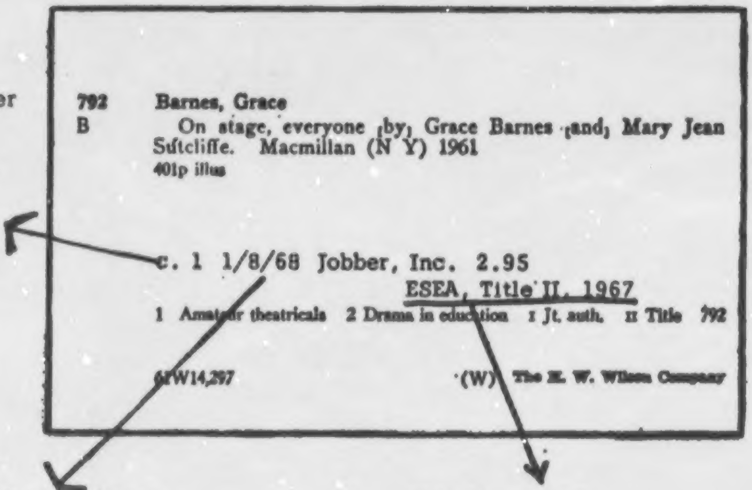
61W14,297 (W) The H. W. Wilson Company

Subject Card

COMPLETING THE SHELF LIST CARD.

Complete call number

Add copy number or accession number here.



792 **Barnes, Grace**
B On stage, everyone [by] Grace Barnes [and] Mary Jean Sutcliffe. Macmillan (N Y) 1961
401p illus

c. 1 1/8/68 Jobber, Inc. 2.95
ESEA, Title II, 1967

1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

This shows date book was received, source of purchase and price of book

This shows book was purchased with special funds. (In this case, Federal funds)

More About Shelf List Card

The shelf list is a record of all books in the library arranged in the same order that the books stand on the shelves.

The shelf-list card includes:

- **The call number**
- **Author**
- **Title**
- **Publisher and date**
- **Number of pages**
- **Accession information for each book**

The purposes of the shelf-list are as follows:

- **To give a complete record of books owned by the library.**
- **To show the books in each classification owned by the library.**
- **To serve as a tool for taking inventory.**

Filing Shelf List Cards

Arrange the shelf-list cards according to broad classification number, as all 100's together, all 200's, etc. Arrange each "hundred" group numerically, as 500, 520, 530.7, 531, etc. Then within each group of cards having the same classification number, except individual biography, arrange the cards alphabetically by author, as 531, 531.
A B

Exceptions: Arrange cards for individual biography alphabetically by the name of the person written about.

If there is more than one book by an author within one classification, file it by the title of the book.

CATALOGING WITHOUT PRINTED CARDS

Printed cards are not available for every book that is published. Therefore librarians are always faced with the task of cataloging without the benefit of printed cards. When this happens, it is advisable for the untrained librarian to prepare only simplified author, title and subject cards.

970.1 Baity, Elizabeth
B Americans before Columbus. Viking,
c1951.
256p.

The author card will be an exact duplicate of the shelf-list card.

970.1 Americans before Columbus
B Baity, Elizabeth
Americans before Columbus. Viking,
c1951.
256p.

The title card will be the same with the addition of the title of the book above the author's name.

970.1 INDIANS OF NORTH AMERICA
B Baity, Elizabeth
Americans before Columbus. Viking,
c1951.
256p.

The subject card will also be the same with the addition of the subject heading above the author's name.

How Does the Untrained Librarian Determine the Subject Heading Which Describes the Book?

The following outline may provide a few suggested steps to follow. (You will need your original order card as a work slip.)

A. After the book has been classified, turn to one of the basic tools, (the Standard Catalogs, or ALA Lists) and find this classified section.

B. If the title is included, the subject headings will be included also.

C. If the title is not included, compare the book with similar titles which are listed.

D. Note the subject headings used for books in the same category.

E. Compare the book you are handling with the subject headings to decide which ones are appropriate.

F. Write the appropriate subject headings for the book on the work slip. (Write as many as necessary or as you desire. If there is not enough space on the front of the card, turn it over and make the "entries" there.)

NOTE:

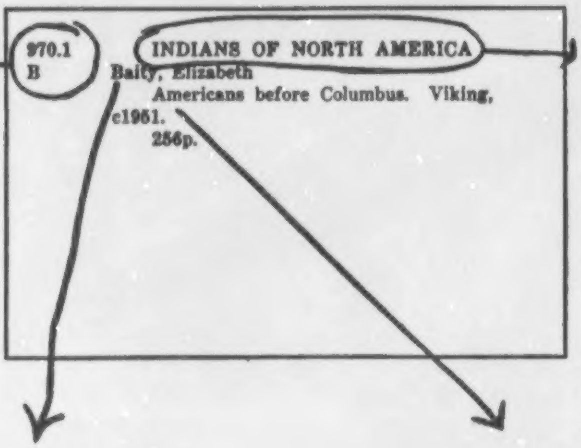
The following steps are suggested for those librarians who are familiar with **Sears List of Subject Headings, Dewey Decimal Classification Guide, and Rue's Subject Headings for Children's Materials.**

G. Check the subject headings you have selected with either Sears or Rue. If these are listed in either publication, use them. If not, try to think of other terms which carry the same meaning.

H. Double check your selections in Dewey's alphabetical list.

I. If the subjects you have chosen are in at least two of these resources, they should be used as entries for the book.

Each of the subject headings you have selected and verified will require that a simple catalog card be typed using this heading on the first line. (See illustration on p. 77) All of these cards will have to be properly typed following a form as suggested in the example below:



970.1 INDIANS OF NORTH AMERICA
B Baity, Elizabeth
Americans before Columbus. Viking,
c1961.
256p.

Call number is typed 2 spaces down from the top of the card and 2 spaces from the margin.

Subject is typed 12 spaces from margin in line with title.

Author line is typed 3 spaces down from top of card and 9 spaces from margin.

Title is typed 12 spaces from margin

Filing the Cards

After the catalog cards have been completed, the next step involves assembling the card catalog or putting together, **in one alphabetical arrangement**, all of the catalog cards which have been typed for all of the books. This becomes an index to the collection.

The following suggested filing procedures may prove helpful for beginning librarians.

- **If possible, keep the card catalog up-to-date with the collection of books or materials as they are processed. (File the cards as they are typed.)**
- **Remove the shelf list cards from the catalog cards if they have been prepared at the same time. The shelf list file is different from the card catalog and should be kept separate from the general catalog. It is primarily a librarian's tool.**
- **Sort the cards into piles by the first letter of the first word on the first line of the card.**
- **Do not file by "a" or "the" if either appear as the first word in any heading. (Example: The Dawn of Medicine would go in the "D" pile.)**

- **After the piles are established, file by the 26 letters of the alphabet.**

- **File cards by word rather than by letter.**

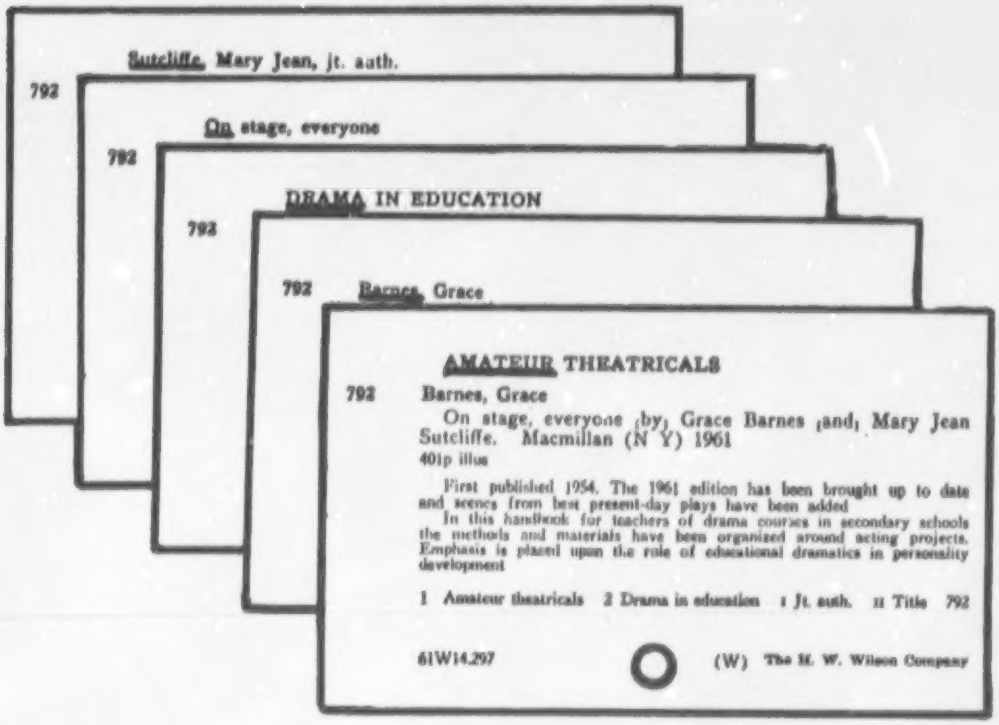
- **Abbreviations are filed as if they are spelled in full. (Example: Mr. — File under Mister)**

- **Numbers are filed as they are spelled. (Example: 100 Story Poems. File under one hundred)**

- **If words are hyphenated, file as separate words.**

NOTE:

For further and more specific rules on filing see Rules for Filing Catalog Cards published by the American Library Association.



792 Sutcliffe, Mary Jean, jt. auth.

792 On stage, everyone

792 DRAMA IN EDUCATION

792 Barnes, Grace

AMATEUR THEATRICALS

792 Barnes, Grace

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1 Amateur theatricals 2 Drama in education I Jt. auth. II Title 792

61W14,297 (W) The H. W. Wilson Company

Cards are filed alphabetically by "the first letter of the first word on the first line of the card." This alphabetical arrangement becomes the index to the collection.

Part III: Processing Nonbook Material

"Next week my fourth grade class will be studying electricity. Will you send ALL the materials that you have on this subject?"

"I have some slow readers who need some extra work in phonics. Could we borrow the records and filmstrips that are in the library?"

"My 10th grade world history class is studying Vincent Van Gogh. Do you have some reprints of his work and some filmstrips concerning his life?"

These are questions and requests which exemplify the modern concept of the school library. The "knowledge explosion" has been a key factor in turning study hall libraries into instructional material centers. Today's teachers and librarians are suddenly realizing that the book is not the last word in the teaching-learning process. They see books in relation to many other avenues of knowledge. Therefore nonbook materials are fast becoming standard library materials.

The acquisition of nonbook materials very often poses a problem to beginning librarians, especially if it is a new experience for them. The purpose of this section is to provide a guide for cataloging and processing nonbook materials for use in school libraries.

Types of Nonbook Materials

Nonbook materials are those used for instructional purposes other than books, pamphlets and periodicals. The materials are in such form that communication occurs through hearing or seeing, or both. Audiovisual denotes the same types of materials and is commonly used when referring to nonbook materials. The following glossary of terms includes most of the standard types of nonbook materials used in elementary and secondary schools.

Art Print: A reprint of a work of art.

Chart: Information in list, picture, table, or diagram form.

Film: A motion picture film.

Silent: no sound track has been recorded on the film

Sound: film has self-contained sound track

16mm: most widely used size currently in use

8mm short films, silent, sometimes called film loops, usually contained in a cartridge. Equipment of the same manufacture is usually necessary for projection.

Filmstrip: There are two kinds—silent and sound. The silent filmstrip is a 35mm film containing a sequence of still pictures with printed captions or accompanying script. The sound filmstrip is accompanied by a phonograph or tape recording.

Flash cards: Words, phrases, or symbols are printed on cards that are convenient for manipulation by hand. They may be held before the viewer for recognition training or for drill purposes.

Globe: A sphere on which is a map of the earth or of the heavens.

Kit: A combination of several types of learning materials.

Map: A representation of any geographic region.

Model: A reproduction of "the real thing" on a small scale.

Picture: A drawing, painting, sketch, etc.

Recording disc: A phonograph record, which may be monaural or stereo-phonic, is usually 10 or 12 inches in diameter. The most common speed is 33 1/3 revolutions per minute. Other speeds sometimes used are 78 and 45 revolutions per minute.

Recording tape: Sound recorded on magnetic tape instead of on a phonograph record.

Slide: A 2" x 2" film or transparent material for projection (bound or masked).

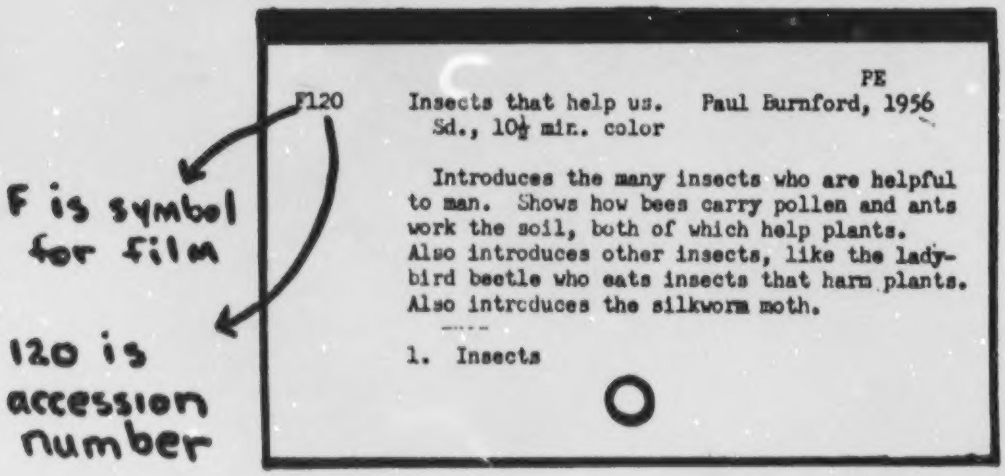
Transparency: Transparent materials for the overhead projector, usually 7 x 7 or 10 x 10 inches in working-area dimensions.

GENERAL HINTS ON CLASSIFYING AND CATALOGING NONBOOK MATERIAL

Which scheme of classification shall be used? In answering this question, it is necessary to know the two types of classification schemes used in school libraries for nonbook materials—**the accession number system and the Dewey Decimal Classification system.** The decision as to which scheme will be used is determined on the basis of need for a subject classification approach. If a subject arrangement of materials is desired, then the Dewey system should be used; however, if a subject arrangement is not deemed necessary the accession number system will suffice.

Accession Number System

This system uses a letter symbol indicating the type of material plus a number indicating the chronological order in which that particular item was added to the library collection. (See example on page 83.)



F120

PE

Insects that help us. Paul Burnford, 1956

Sd., 10½ min. color

Introduces the many insects who are helpful to man. Shows how bees carry pollen and ants work the soil, both of which help plants. Also introduces other insects, like the ladybird beetle who eats insects that harm plants. Also introduces the silkworm moth.

1. Insects

F is symbol for film

120 is accession number

Advantages of Accession Number System

All types of library materials may be entered as they are received so that the accession number indicates **only the chronological order** and provides a running number count at all times. Expansion of the nonbook materials collection would not become a problem. The chief advantage of the accession number system lies in its simplicity. Assigning call numbers involves no professional judgment on the part of the cataloger. Also, it is possible to make materials available for use before permanent cataloging is completed.

Disadvantages of Accession Number System

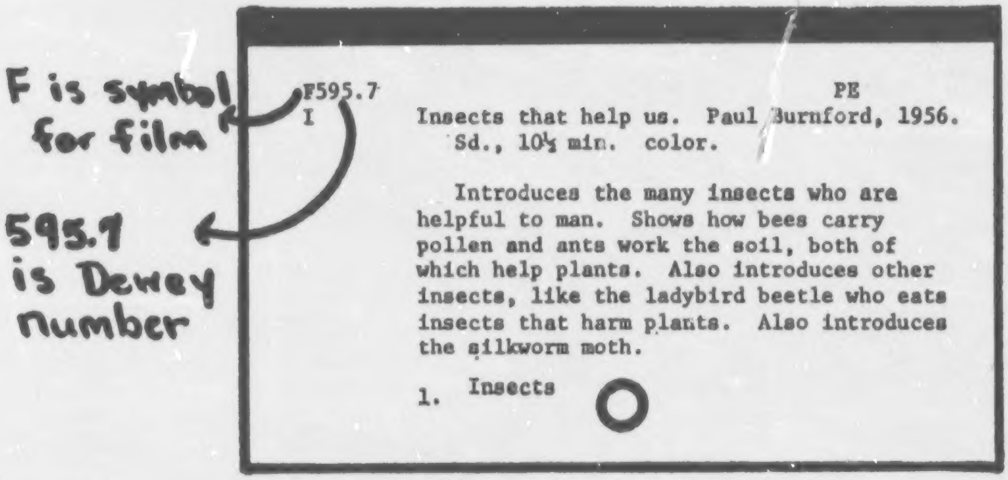
However, since the material is numbered in the order that it is received, **there is no relation between the call number and the subject of the material.** This system depends entirely on the use of a catalog to locate materials by subject. Also, it establishes a system of completely separate storage of nonbook material.

Handling duplicate copies creates a problem in maintaining the correct numbering system.

The Dewey Decimal Classification System

Many librarians have found the Dewey Decimal Classification System adaptable to all types of nonbook materials. The argument in favor of Dewey is strongest in school libraries where teachers and pupils have free access to all materials. Arbitrary schemes of classification which attempt to group all audio-visual materials according to subjects in the school curriculum have proved unsuccessful because so many materials cut across several fields. In the final analysis it becomes apparent that only through the card catalog can all materials on a subject be brought to the attention of both teachers and students.

Through the Dewey Decimal system, audio-visual materials are classified by subject and the coordination of all materials is achieved. By the addition of a symbol indicating the type of material, a call number is created.



F is symbol for film

595.7 is Dewey number

F595.7 PE
I
Insects that help us. Paul Burnford, 1956.
Sd., 10½ min. color.

Introduces the many insects who are helpful to man. Shows how bees carry pollen and ants work the soil, both of which help plants. Also introduces other insects, like the ladybird beetle who eats insects that harm plants. Also introduces the silkworm moth.

1. Insects

This call number may then be used to shelve both print and non-print materials either together or separately whichever seems most advantageous. However, since the assigning of Dewey Classification numbers requires professional training or experience, the rate at which materials are made available for use will depend on amount of professional time provided for this service.

Suggested Symbols for Nonbook Material

Art Print	AP
Chart	CH
Film	F
Filmstrip	Fs or FS
Flashcards	Fc or FC
Globe	G
Kit	K
Map	Ma
Picture	P or Ph (Photograph)
Recording disc	R, A; (for Album), LP for long playing
Recording tape	Ta
Slide	Sl
Transparency	Tr
Vertical File Material	VF

GENERAL CATALOGING PROCEDURES

- **Materials are cataloged so that a library patron may locate items easily.**
- **The same general principles which guide the cataloging determined for books apply to the cataloging of nonbook materials.**
- **The Unit Card System is used in cataloging nonbook material. This is the same system used for books: The set of cards consists of a basic main entry or unit card and duplicate cards with added entries placed above the main entry.**
- **The descriptive information on the card should be definite and full enough to inform the patron about the content and nature of the material.**
- **However, the information included on the card will vary according to the needs of each library. For example:**
  - Elementary schools will require descriptions in simpler language
  - If there is particular emphasis on certain subjects in the curriculum, detailed descriptive notes may be required.

SOURCES OF USEFUL CATALOGING INFORMATION FOR NONBOOK MATERIAL

Bildersee, Max U., ed. Audio Cardalog. Box 1771, Albany 1, N. Y. Annual subscription, 10 issues, $25.00.

Educational Film Library Association. EFLA Evaluations. 250 W. 57th St., N. Y. 19. Monthly except July and August, to members ($15.00 min.)

Educational Media Council. Educational Media Index. N. Y.: McGraw, 1964. 14 vol. With supplements.

Gaver, Mary V., ed. The Elementary School Library Collection, Phases 1-2-3. 2nd ed. Newark, N. J.: Bro-Dart Foundation, 1966. 1108 p.

Piercy, Esther J. Commonsense Cataloging: a Manual for the Organization of Books and Other Materials in School and Small Public Libraries. N. Y.: Wilson, 1965. 223p

Rufsvold, Margaret I. Audio-Visual School Library Service: a Handbook for Librarians. Chicago: A.L.A., 1949. 116p.

Westhuis, Judith L. and Julia M. DeYoung. Cataloging Manual for Nonbook Materials in Learning Centers and School Libraries. Ann Arbor, Michigan: Michigan Association of School Librarians, 1966. 35p.

Call Number

The call number consists of:

- A symbol to designate type of material
- A number placed by or under the symbol. (The number depends on which classification scheme is being used—Dewey or accession)
- No letter, one or two letters may be placed under the classification number. The letters represent the beginning filing word. For example:

The call number for the filmstrip "Birds in Our Backyard" (using Dewey) would be:

Fs598.2
B

or

FS
598.2
Bi

Essential Information on Main Entry Card

- Use title as main entry for nonbook material. (If the material has no specific title the cataloger may supply a "filing title")
- Identification of the type of material follows the title. (Optional)
- The imprint (name of producer or manufacturer) is placed on the title line following the identification of the type of material.
- The collation (physical description of material) should be included on main entry card
- If a series is cataloged separately, the title of the series should be included. (Often teachers are more acquainted with materials by series rather than by title.)

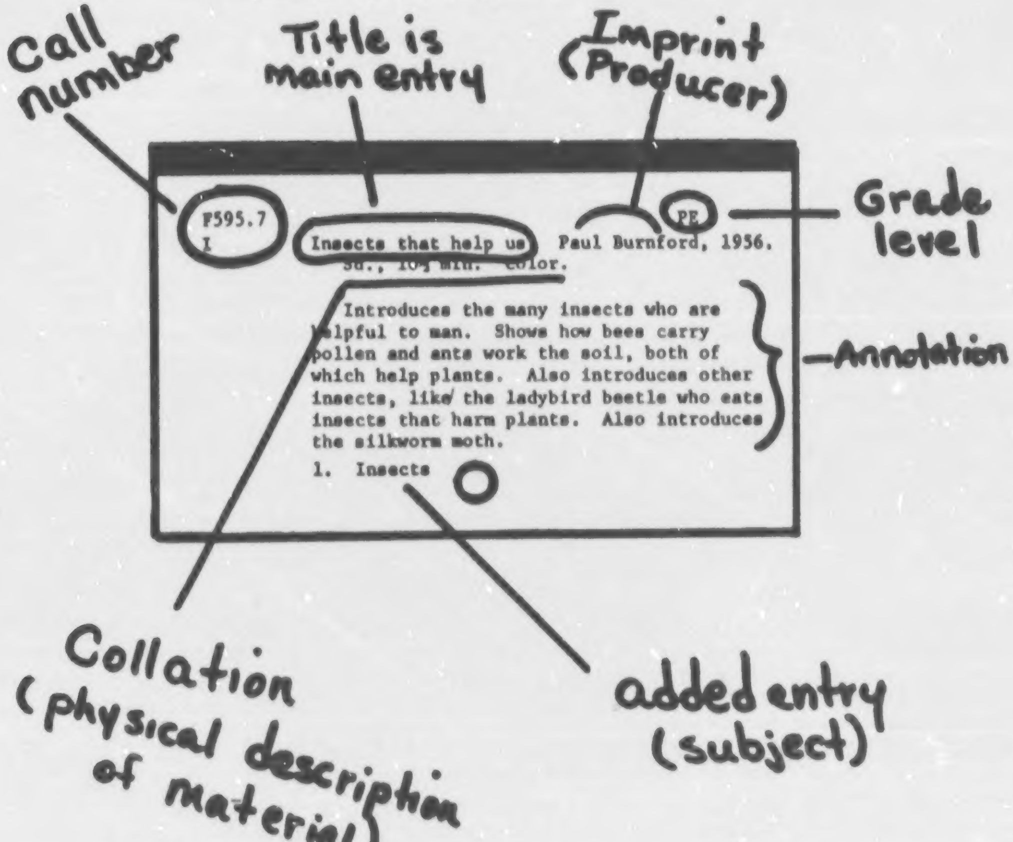
- **Grade level is usually noted on main entry card. The following abbreviations are suggested in designating grade level:**

P	Primary grades (K-3)
E	Elementary grades (4-6)
JH	Junior High (7-9)
HS	High School (9-12) or (10-12)
Ad	Adult

- **Note any accompanying material (teacher's guide, printed text etc.) on main entry card.**

- **Follow the same procedure used for books in assigning added entries.**

MAIN ENTRY CARD FOR A FILM . . .

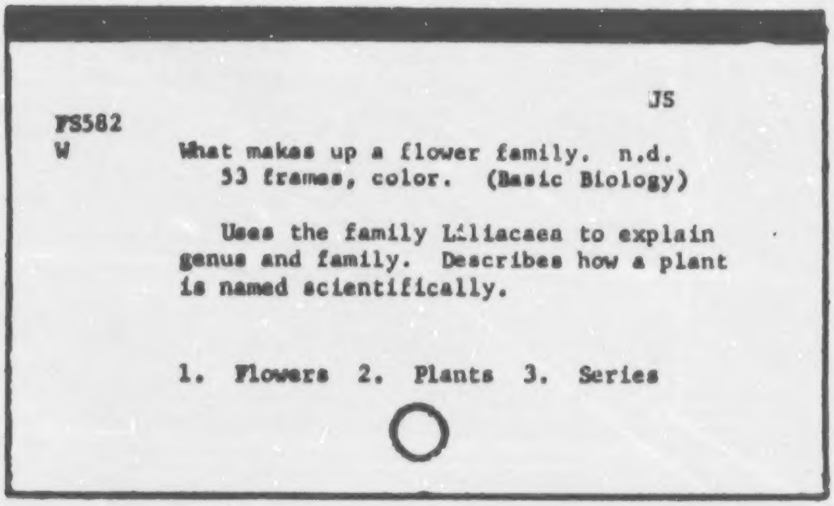

F595.7
I

Insects that help us. Paul Burnford, 1956. PE
sd., 10½ min. color.

Introduces the many insects who are helpful to man. Shows how bees carry pollen and ants work the soil, both of which help plants. Also introduces other insects, like the ladybird beetle who eats insects that harm plants. Also introduces the silkworm moth.

1. Insects

Call number
Title is main entry
Imprint (Producer)
Grade level
—Annotation
Collation (physical description of material)
added entry (subject)



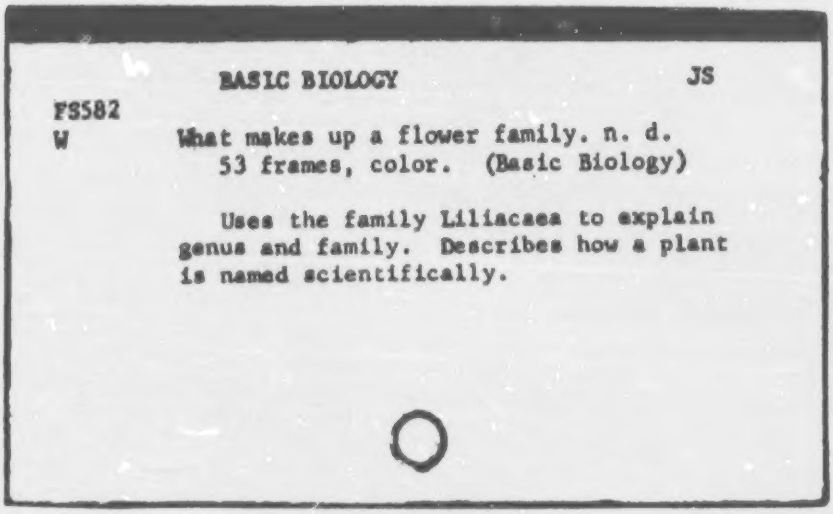
JS

FS582
W What makes up a flower family. n.d.
53 frames, color. (Basic Biology)

Uses the family Liliacaea to explain genus and family. Describes how a plant is named scientifically.

1. Flowers 2. Plants 3. Series

MAIN ENTRY CARD FOR FILMSTRIP



BASIC BIOLOGY JS

FS582
W What makes up a flower family. n. d.
53 frames, color. (Basic Biology)

Uses the family Liliacaea to explain genus and family. Describes how a plant is named scientifically.

ADDED ENTRY (SUBJECT) CARD FOR FILMSTRIP

PE

A394.2
B

Basset, Florence
Holiday rhythms. Columbia, n.d.
4 10" records 78 r.p.m. guide

Songs and activities for Halloween, Thanksgiving, Christmas, Valentine's Day, Birthdays, Easter, Fourth of July, Abraham Lincoln and George Washington.

1. Rhythm 2. Holidays

MAIN ENTRY CARD FOR MUSICAL RECORD

R811 JHA
D

Dickinson, Emily
Poetry of Emily Dickinson; Julie Harris, reader. Victor, n.d.
1 record, 2 sides, 12" 33 1/3 r.p.m.

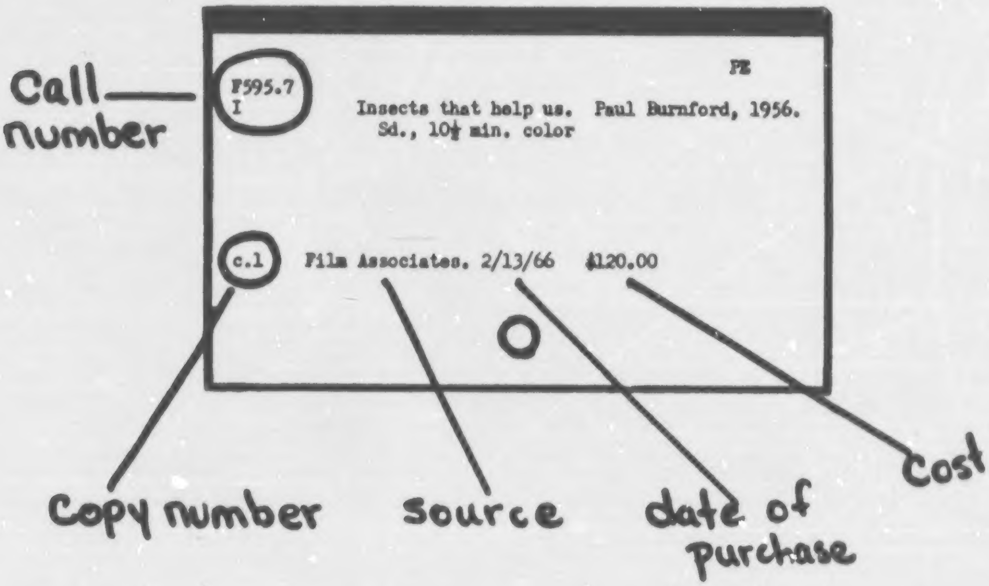
12 poems including I'll Tell you How the Sun Rose; I Dwell in Possibility; I Died for Beauty; Hope is the Thing with Feathers.

1. American Poetry I. Title

MAIN ENTRY CARD FOR SPOKEN RECORD

THE SHELF LIST RECORD FOR NONBOOK MATERIAL

The shelf list is a card file made up of one catalog card for each title in the collection. The cards are arranged numerically according to call number or in whatever order the materials themselves are arranged in the library. The shelf list is used for taking an inventory of the collection. Each card in the file may include the following business information: source, date of purchase or lease, cost, record of additional copies or prints. (See sample card below.)



F595.7
I

FE

Insects that help us. Paul Burnford, 1956.
Sd., 10½ min. color

c.1 Film Associates. 2/13/66 $120.00

Call number
Copy number
source
date of purchase
Cost

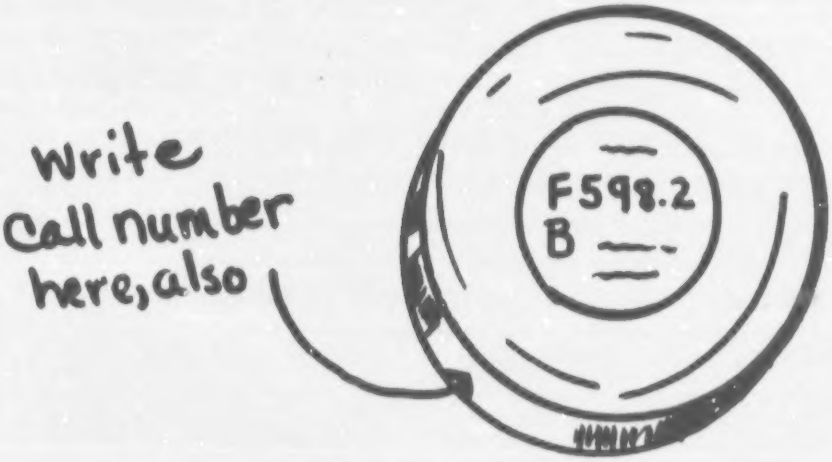
Steps In Physical Processing Procedures . . .
Films

Films are the most expensive of the AV materials we are considering, but some schools are already in the process of buying them; therefore the following outline will be helpful to those of you who will be processing films.

A. Assign a Dewey Classification or other identification number to each individual film.

B. Place an F before this number to form the call number.

C. Write the call number (use felt tip pen or india ink) and title of the film on the edge of the film container. (See example below)



Write call number here, also
F598.2
B

D. In cataloging the film, enter it under the title as the main entry, followed by the name of producer and date, using "hanging indention."

E. Brief annotation is included on main entry.

F. Make added entries for subjects, series and editor, WHEN IMPORTANT. Usually a subject entry is sufficient. (Annotation should also be included on added entries.) When assigning subject heading use **Sear's List of Subject Headings.**

G. Type the catalog cards on color banded cards and file in the card catalog along with all other cards.

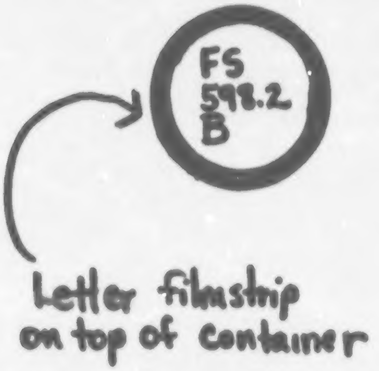
H. On the shelf-list card omit the annotation and supply the following information: Source, date of purchase, cost, and record of additional prints.

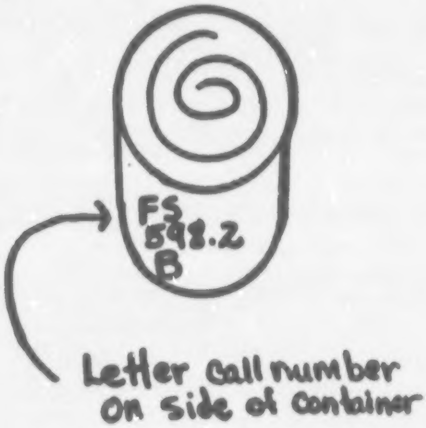
Filmstrips

A. Assign a Dewey Classification or other identification number to each filmstrip.

B. Place FS before this number to form the call number.

C. Letter the call number on the top of the filmstrip container and on the side. This assures accuracy in getting the filmstrip back in its rightful container. (See below.)


FS
598.2
B
Letter filmstrip on top of container


FS
598.2
B
Letter call number on side of container

D. Follow same cataloging process as for films using color banded cards (a different color than one used for films).

E. File cards in card catalog along with other cards.

F. The shelf list card will contain the same type of information as those for films.

Disc Recordings

A. Assign a Dewey Classification number to each album or to individual discs not in albums.

B. Place an R before this number to indicate a 10 inch or 12 inch record, LP to indicate a long playing record or an A to indicate an album.

C. Letter the call number on the label of the record with an electric stylus and shellac over the lettering. (Or use India ink).

D. Mark the call number on the envelope or album in which the record is kept.

E. Catalog fully with main entry under composer or author.

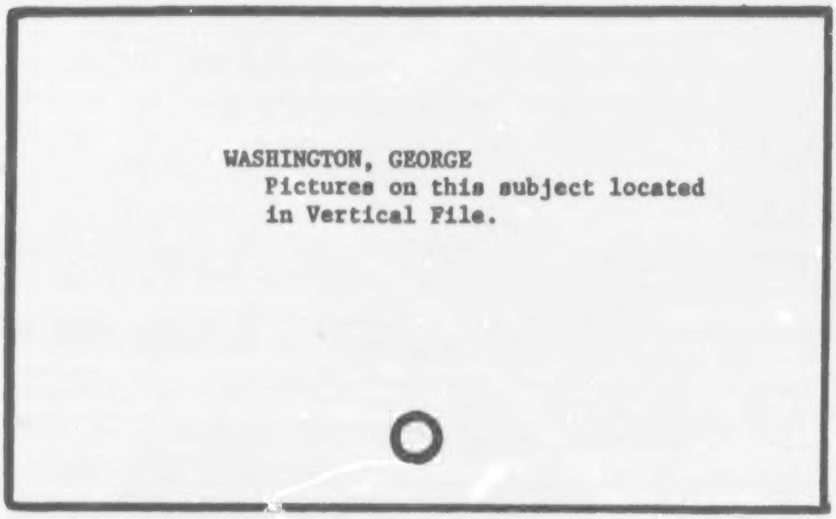
F. Non-musical records are entered under title in most cases. However, in cases of storytelling, children's literature, etc. main entry is under author.

G. An added entry is made for different title on reverse side of record.

H. Type on color banded cards (use still another color!) and file.

Vertical File Material

The material for the vertical file is neither numbered nor cataloged. The material, however, is arranged according to subject in a filing cabinet and a form card bearing the proper subject heading at the top and indicating the location, is filed in the card catalog. (See example below).



WASHINGTON, GEORGE
Pictures on this subject located
in Vertical File.

Most librarians prefer to keep vertical file material in manila envelopes or folders. These folders or envelopes allow for ease in circulating the material in them. Regular book pockets and form cards can be attached to the folder for circulation purposes. (See sample below).

VERTICAL FILE MATERIAL

Type of Material_______________

Title or Subject_______________

____

Number of items_______________

____
Borrower

____
Room No.

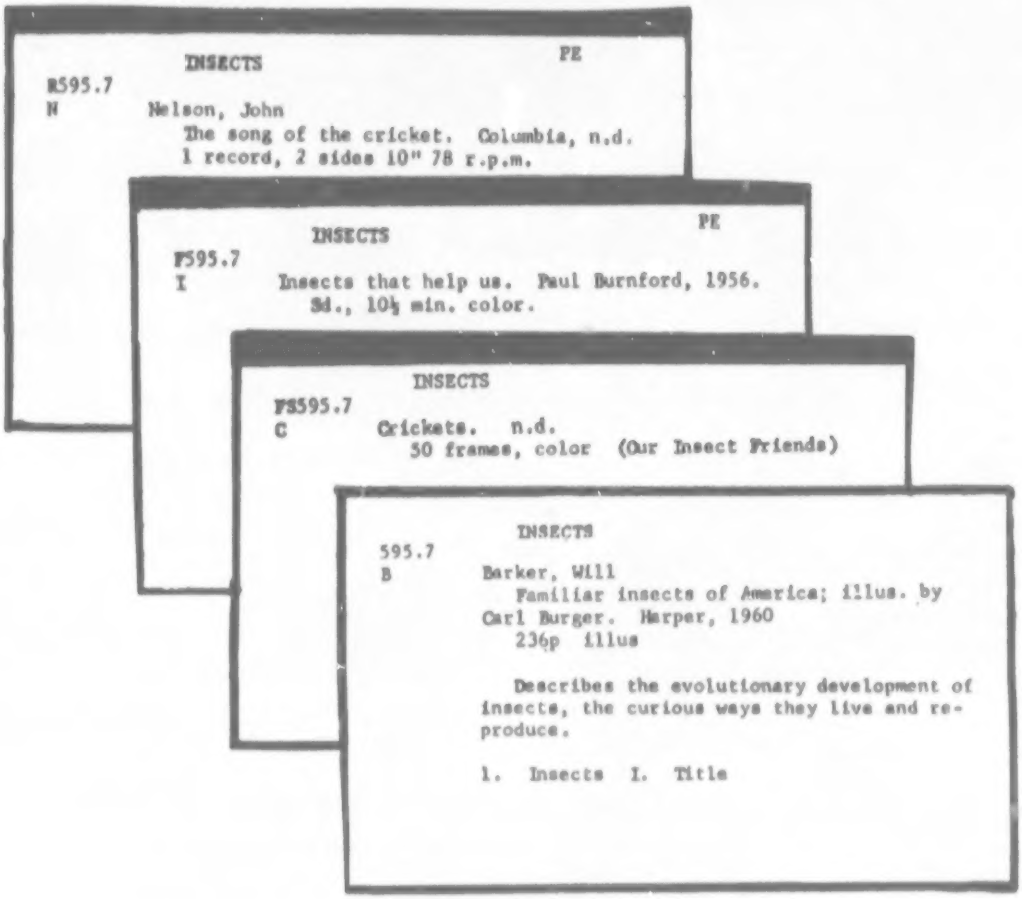
____
Date Checked Out

Shall The Catalog Cards for Nonbook Materials Be Interfiled in the Card Catalog?

In answering this question, there are strong arguments in favor of filing the catalog cards for all books and instructional materials in one card catalog. This is the quickest way in which students and teachers can determine the library's chief resources in any one subject. If there are other considerations which make it advisable to separate the audio-visual materials catalog from the card catalog for books (e.g., if the audio-visual materials are housed in a different part of the school), it is **recommended that an extra copy of the subject cards for the visual materials be interfiled in the public catalog for books.** The cards for nonbook materials may be distinguished readily from the others if typed on a color banded card or if arbitrary symbols are used. An explanation of these symbols or cards should be displayed in a prominent place on the card catalog cabinet.

As in the cataloging of books, so also in the cataloging of audio-visual materials, the number and different kinds of cards describing each item will be determined by the needs of the individual school. **In some libraries it will be sufficient to make only a title card, a subject card and cross references.** In other libraries it may be necessary to include additional cards indexing specific subjects or parts of films; identifying narrators, conductors, symphony orchestras, composers, and types of compositions recorded; or calling attention to outstanding artists, educational authors, and other authorities.

It should also be noted that in addition to maintaining the card catalog which indexes all the materials, the librarian may want to periodically issue mimeographed or printed lists of materials available in the school or school system. These lists may include all titles and all types of nonbook materials; they may be selected and annotated lists of filmstrips only; or they may include all types of materials on one particular subject. In any event, lists such as these **must be kept up to date at all times.**



INSECTS PE
R595.7
N Nelson, John
The song of the cricket. Columbia, n.d.
1 record, 2 sides 10" 78 r.p.m.

INSECTS PE
F595.7
I Insects that help us. Paul Burnford, 1956.
Sd., 10½ min. color.

INSECTS
FS595.7
C Crickets. n.d.
50 frames, color (Our Insect Friends)

INSECTS
595.7
B Barker, Will
Familiar insects of America; illus. by Carl Burger. Harper, 1960
236p illus

Describes the evolutionary development of insects, the curious ways they live and reproduce.

1. Insects I. Title

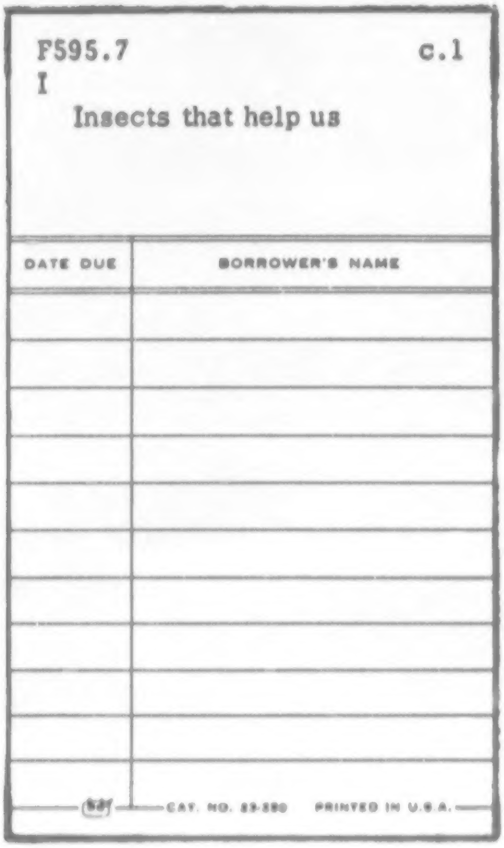
INTERFILING CARDS IN CARD CATALOG BRINGS ALL MATERIALS ON ONE SUBJECT TOGETHER.

Circulation Procedures for Nonbook Materials

The Circulation Card

Use a regular book card for circulation purposes. In order to avoid confusion in matching checkout cards to material, include the following information on the checkout card:

- Call number
- Copy number or accession number
- Title
- Number of items if more than one
  (This would apply when processing a series.)
- Statement of accompanying material.



F595.7 c.1
I
Insects that help us

DATE DUE	BORROWER'S NAME

CAT. NO. 23-280 PRINTED IN U.S.A.

The Pocket

The physical format of most nonbook material does not permit attaching a pocket to hold the card. However, if a pocket is made it should show the same information as the circulation card.

These circulation cards may be filed alphabetically by title in an "In File" when not being circulated and in and "Out File" when checked out.

PROCESSING SUPPLIES AND EQUIPMENT
SUGGESTED SOURCE LIST

Book Cards, Book Pockets, Date Slips	Bro-Dart. Demco, Gaylord, Remington Rand
Glue for book pockets	Swift
Pasting Machine	Potdevin
Book Covers	
Jacket Covers	Bro-Dart, Demco
Inserts	Bro-Dart
Booklon	Bro-Dart
Poloplast	Louis Pool
Book Orders	
Cards and Slips	Bro-Dart, Demco, Gaylord, Remington Rand
Multiple Copy Forms	Bro-Dart, Demco, Gaylord
Book Plates	Bro-Dart, Gaylord, Remington Rand
Book Spray	Bro-Dart, Demco, Gaylord
Book Trucks (Slanted)	Bro-Dart, Demco, Gaylord and Library furniture manufacturers: Southern Desk, Myrtle Desk, Remington Rand, Sjostrom, etc.
Card Duplication	
Card masters (and supplies)	Cardmaster Company
Mini-Graph (and supplies)	Gaylord
Catalog Cards and Shelf List Cards	
Unlined	Bro-Dart, Demco, Gaylord, Remington Rand
Erasers	
Steel	Bro-Dart, Demco, Gaylord, Remington Rand
Electric	Bro-Dart, Gaylord, Remington Rand

Marking Devices	
Stylus (Electric Pencil)	Bro-Dart, Demco, Gaylord, Remington Rand
Inks and Pens	Bro-Dart, Demco, Gaylord, Remington Rand
Se-Lin Labeling System	Gaylord
Labels (Gummed)	Bro-Dart, Demco, Gaylord, Remington Rand
Labels (Printed)	Bro-Dart, Demco, Gaylord, Remington Rand
Pamphlet Binders and Boxes	Bro-Dart, Demco, Gaylord, Magafiles, Remington Rand
Periodical Covers and Boxes	Bro-Dart, Demco, Gaylord, Magafile, Remington Rand
Periodical Records	Bro-Dart, Demco, Gaylord, Remington Rand
Shellac	Bro-Dart, Demco, Gaylord, Remington Rand

DIRECTORY OF SOURCES OF LIBRARY SUPPLIES

Bro-Dart Foundation
P. O. Box 1120
Newark, New Jersey 07101

Demco Library Supplies
Box 1488
Madison, Wisconsin 53701

Gaylord Brothers
155 Gifford Street
Syracuse, New York 13201

Magafile Company
Box 3121
St. Louis, Missouri 63130

Remington Rand, Inc.
Library Bureau Division
P. O. Box 2000
Buffalo 5, New York

Cardmaster Company
1920 Sunnyside Avenue
Chicago 40, Illinois

Louis Pool
35-40 82nd Street
Jackson Heights
New York, New York 11372

Potdevin Machine Co., Inc.
200 North Street
Teterboro, New Jersey 07608

Swift & Company
P. O. Box 158
Harvey, Louisiana

Chapter VII

ORGANIZING FOR BETTER LIBRARY SERVICE

I. The Library Staff

The library staff in many schools is made up of one person: a librarian, a teacher-librarian or a teacher. The size of the staff depends upon varied factors such as enrollment, number of teachers, nature of the service required and the extent to which central processing is provided. However, the library staff whatever its size should be organized for efficient service with each person knowing his or her particular duties. The following outline suggests a division of duties for each member of the staff.

Head Librarian:

- Cataloging and order work—selecting books, magazines, etc. for purchase. This is a joint responsibility of teachers, administrators and librarians with the head librarian making necessary adjustments to keep within the allocation.
- Preparation of various bibliographies
- Preparation of library study units
- Assembling materials for classroom loans
- Preparing posters, bulletin boards and arranging displays
- Visits to classrooms
- Annual and other report
- Library orientation in classroom and library
- Library club sponsor
- Notifying faculty of new books

Assistant Librarian:

- Assigning duties to student aides
- Keeping the room comfortable, attractive and usable at all times. (Assistant librarian will be responsible during the times of her primary responsibility for floor duty)
- Reference
- Circulation

Joint Responsibility:

- Writing overdues
- Training of student assistants
- Reference work with classes or individuals
- Inventory

Clerical:

- Typing book orders
- Filing shelf list and catalog cards
- Processing new books (from cataloging)
- Preparing newspapers and magazines for use including keeping proper records of their receipt
- Mending and preparation of books for the binders
- Cutting stencils

Student Assistants:

- Checking in and checking out books
- Shelving books and reading shelves
- Compiling and recording circulation information
- Assisting with bulletin boards and displays

Utilizing Student Assistants in the Library

Student assistants aid the librarian with certain mechanical aspects of his work, thus giving him time for duties that the librarian alone may perform. In turn, this experience should contribute toward developing in the students qualities of responsibility and leadership. Specifically, the experience given library assistants enables them to use libraries more effectively and may lead them to select librarianship as a profession. Students who act as library assistants should be chosen from different grades so that each year there will be some experienced helpers left to carry on the work and help train new workers.

A. Standards should be used in selecting assistants, such as:

- Satisfactory school work
- Aptitude for library work
- Free periods
- Good personal qualifications

B. If a student assistant is to prove effective, he will need:

- To know the general arrangement of the library
- To know the classification scheme used in the library
- To know how to use the card catalog and other commonly used research tools
- To know how to use a book (table of contents, index, appendix, etc.)
- To know the rules and general policies governing the library
- To know what is proper and acceptable "library atmosphere"

C. A form for a weekly schedule is shown below with each duty indicated by a code letter or number. (p. 102) A similar schedule should be posted in a convenient place in the library and also given to each student assistant. (In schools in which before and after school circulation is heavy, the librarian may wish to schedule student assistants for these periods.)

Student Assistant's Schedule

	September 24 - 28	Mon	Tues	Wed	Thurs	Fri
1	May Green	ab	ab	ab	ab	ab
	Tom Bradford	cf-1	cf-2	cf-3	cf-4	cf-5
2	Margaret Lutz	ab	ab	ab	ab	ab
	Ruth Griffin	hc	hc	hc	hc	hc
3	Sara Love	ab	ab	ab	ab	ab
	Cynthia Clark	i	i	i	i	i
	Pete Cooper	ge	ge	ge	ge	ge
4	Ann Thompson	ab	ab	ab	ab	ab
	Carl Simmons	dec	dec	dec	dec	dec
5	Jean Hammett	ab	ab	ab	ab	ab
	Louise Cook	hc	hc	hc	hc	hc
6	Albert Dale	ab	ab	ab	ab	ab
	Joyce Brown	cf-6	cf-5	cf-6	cf-7	cf-6
7	Mary Ann Allen	abc	abc	abc	abc	abc

Circulation Work

a. Charging materials
b. Checking in materials
c. Verifying and shelving materials
d. Sending daily overdues
e. Sending second notices
f. Reading shelves
g. Messenger notices
h. Clipping
i. Mending

Shelf Reading

1. 000-599
2. 600-919
3. 920-921
4. 930-999
5. Fiction and SC
6. Reference
7. Magazine stacks

II. Circulating Materials

The circulation system that a library uses is its means of assuring accountability in the utilization of its collection. It tells the librarian what books have been borrowed and who has each one.

The Book Card System

Most school libraries circulate their materials through the book card system. In this system:

- **Each book which may be borrowed from the library has a pocket, book card, and date due slip.**
- **The nonbook material which may be borrowed from the library has a book card for circulating purposes.**
- **Pupil borrowing the book signs his name and other identifying information on the book card.**
- **Librarian or student assistant in charge of circulation stamps on the book card and on the date due slip in the book the date on which the book is to be returned to the library. (The borrower may be instructed to stamp his own book and book card.) The necessary supplies for this procedure include:**
  - **either hand daters or pencil daters**
  - **ink pads**
- **Place card in the front of the charging tray until librarian or student assistant is ready to count circulation and file the cards.**
- **To record daily circulation at the end of the day, take all the book cards from the front of the tray, separate into fiction and non-fiction, count each group and record using the sample shown on page 103.**

. Add the daily totals to secure monthly and annual circulation figures to use in making various reports.

. Arrange the cards for the day's circulation alphabetically by author.

. File the cards behind the guide card for date that book is due.

Sample Circulation Record

Week of________________

	Mon.	Tue.	Wed.	Thur.	Fri.
000					
100					
200					
300					
400					
500					
600					
700					
800					
900-909					
910-919					
920-929					
930-999					
Magazines					
Pamphlets					
Total Fiction					
Total Non-Fiction					
Total Easy					
Total Circulation					
Filmstrips					
Records					
Tapes					
Transparencies					
Vertical File					
Films/Slides					
Book Talks					
Story Hour					
Bibliographies					
Classroom collections					

Circulation records can be streamlined by using weekly forms, which are kept at the circulation desk in a designated place. Statistics can be jotted down during the day and tabulated at the end of each day. At the end of the month the statistics on the weekly forms can be copied neatly in the Monthly Record Book. One page of the monthly form can be used for tabulation of the annual statistics.

Most school libraries record circulation statistics only in connection with evaluations or some other special reason.

III. Attendance Routines

For the convenience of faculty and students, the school library should be open before school, during all periods of the school day (including the lunch hour) and after school. There should be simplified attendance procedures to make it possible for the student to have quick and easy access to the library. Each school library has different attendance procedures according to the needs of its students and teachers. However, in most schools the types of library attendance are usually similar. For example, the various types include:

. individual student, attending voluntarily

  * before and/or after school

  * during the school day (for independent study, etc.)

  * during the lunch period

. individual student, sent from classrooms to obtain materials for immediate use

. student committees working on special projects

. class groups (usually accompanied by a teacher)

. individual teacher

Schedules

Most school libraries operate on the same schedule as the classrooms. The schedules shown on the following pages are representative of the traditional type of library schedules.

Weekly Schedule— LIBRARY SCHEDULE **Week of** ____________

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
The day					
should be					
divided					
into periods					
commensurate					
with					
school day					
schedule.					

Schedule based on "6 week term".

This type schedule allows for the "much needed" long range planning by librarian and faculty.

1st WEEK TERM

PERIOD

	M	T	W	T	F
1					
2					
3					
4					
5					
6					

2nd WEEK TERM

PERIOD

	M	T	W	T	F
1					
2					
3					
4					
5					
6					

3rd WEEK TERM

PERIOD

	M	T	W	T	F
1					
2					
3					
4					
5					
6					

4th WEEK TERM

PERIOD

	M	T	W	T	F
1					
2					
3					
4					
5					
6					

5th WEEK TERM

PERIOD

	M	T	W	T	F
1					
2					
3					
4					
5					
6					

6th WEEK TERM

PERIOD

	M	T	W	T	F
1					
2					
3					
4					
5					
6					

To schedule classes or large groups in the library, many librarians use a request form similar to one shown below.

Request for Library Period

Teacher________________ Subject__________
(or grade for elem.)

Date__________ Period_______ No. of Students______

Material Needed:

Special Instructions:

These requests are usually recorded on a calendar kept at the circulation desk so that everyone concerned will have knowledge of such reservations.

NOTE:

Using or adapting these request forms is one way of inaugurating flexible scheduling in your library program. Flexible scheduling enables the teacher to bring his class to the library at a time best suited for classroom purposes.

School Library Reports and Records

One of the best ways for keeping the school administration informed about what takes place in the library is the report which the librarian prepares and submits. Those interested in library reports are:

- **the superintendent of the school system**
- **the school principal**
- **the local supervisor of school libraries**
- **the state supervisor of school libraries**
- **the state accrediting agency**
- **the regional accrediting agency**
- **the U. S. Office of Education**

How Often Should Reports Be Made?

The nature and frequency of reports on the local school level are determined by the local school administration in cooperation with the librarian. In some schools library reports are submitted at the end of the regular reporting period, when teachers submit grades for report cards. Under this plan the library report is presented at a regular time and the administration will be systematically informed about the library. Less frequent reports, however, are adequate and commonplace in most situations. **Periodic reports furnish material for the annual report and make the task of preparing it much easier.** Unfortunately, many school librarians look upon reporting as unnecessary and keep very poor records for compiling reports. In other instances, library reports are handled in a haphazard manner. To improve either case a systematic approach to reporting should be initiated at once.

- **When going into a new position, the librarian should follow the plan for submitting reports already in effect.**
- **In a school where library reports have not been customary, the librarian should initiate a regular routine of preparing and submitting reports to the administration.**

What Kind of Reports Are Necessary?

In order to make reports accurate, it is necessary that certain statistical information be consistently kept. This information covers all or some of the following suggested categories:

- **The number of pupils using the library**
- **The size of the collection of materials (showing number of new titles, types, etc.)**
- **The amount of materials circulated**
- **Special services of the library (Group meetings, classroom visits by librarian, etc.)**
- **School library finances**

On the following pages are examples of the most frequently asked-for reports of school librarians in Mississippi. These include the Annual Accrediting Report (usually asked for in the fall); the Annual Report to School Library Services, State Department of Education; the librarian's monthly report to principal; and the Inventory Forms for Federal Programs.

ANNUAL ACCREDITING REPORT

Form S-1 Page 8

LIBRARY: As a materials center, the library should nourish and strengthen the instructional program.

Library Personnel:	No. Q. H. in Lib. Science	No. Periods in Lib. Daily

Seating Capacity of Library________ Per cent of students scheduled to library daily________,

Total number students served by library________ Tri-weekly________, Bi-weekly________

LAST SESSION:

Total amount spent for Library From: Title I $________, Title II $________, Title III, ESEA $________,

Title III, NDEA $________, Dist. Budget Funds (Acct. 230.0) $________, Gifts (all sources) $________,

Grand Total $________ Amount spent per student$________(Divide grand Total by Enrollment).

THIS SESSION:

Amount budgeted this session per child (all sources) $________

NUMBER OF BOOKS:

Library Materials		Reported Last Year	Discarded	Added	Net Total
000-099	General works (Encyclopedias, General reference, etc.)				
100-199	Philosophy (psychology, right living, etc.)				
200-299	Religion and myths				
300-399	Social sciences (Economics, Government, Law, etc.)				
400-499	Languages (Dictionaries and Grammars)				
500-599	Science (Mathematics, Chemistry, Physics, etc.)				
600-699	Useful arts (agriculture, engineering, etc.)				
700-799	Fine arts (sculpture, painting, music, etc.)				
800-899	Literature (poetry, plays, etc.)				
900-999	History (geography, travel, biography, etc.)				
F,SC	Fiction and story collection				
	Total				

Number of monthly periodicals________, Weekly periodicals________, Daily newspapers________,

Professional magazines________, Professional books________, Films________, Filmstrips________

We hereby certify that we have read this report and that it is correct:

________	________	________
Principal	Superintendent of School System	Assist. or Bldg. Principal

B. Proposed Budget for Fiscal 1968 (July 1, 1967 - June 30, 1968)

	Local & State Funds	Title II ESEA*	Title I ESEA	Title III NDEA	TOTALS
1. Library Books					
2. Textbooks					
3. Other Printed & Published Mat.					
a. Periodicals					
b. Audio-Visual Materials					
(1) Motion Pictures					
(2) Filmstrips					
(3) Recordings (tape & disc)					
(4) Slides & Transparencies					
(5) Programmed Instruction Materials					
(6) Maps, Charts, Graphs, etc.					
c. Others					
4. Binding		XXXXX	XXXXX	XXXXX	
5. Misc. Expenditures (Supplies for Processing, etc.)					
6. Equipment					
a. Furniture		XXXXX			
b. Machines		XXXXX			
TOTALS					

*Do not fill in.

B. Proposed Budget for Fiscal 1968 (July 1, 1967 - June 30, 1968)

	Local & State Funds	Title II ESEA*	Title I ESEA	Title III NDEA	TOTALS
1. Library Books					
2. Textbooks					
3. Other Printed & Published Mat.					
a. Periodicals					
b. Audio-Visual Materials					
(1) Motion Pictures					
(2) Filmstrips					
(3) Recordings (tape & disc)					
(4) Slides & Transparencies					
(5) Programmed Instruction Materials					
(6) Maps, Charts, Graphs, etc.					
c. Others					
4. Binding		XXXXX	XXXXX	XXXXX	
5. Misc Expenditures (Supplies for Processing, etc.)					
6. Equipment					
a. Furniture		XXXXX			
b. Machines		XXXXX			
TOTALS					

*Do not fill in.

PART II—PERSONNEL

	Full-Time	Part-Time	Type of Certificate	Degrees Held	When Received	Where Received	No. Quarter Hours in Library	Total Years Library Experience	No. Periods in Library Daily	Annual Salary
Library Supervisor (District) **Mr.** **Miss** **Mrs.** ____________ **Name**										
Head Librarian (School) **Mr.** **Miss** **Mrs.** ____________ **Name**										
Assistant Librarian **Mr.** **Miss** **Mrs.** ____________ **Name**										
Library Clerks ____________ **Name**										
____________ **Name**										
____________ **Name**										

PART III—LIBRARY RESOURCES

	No. Reported Last Year	No. Discarded and Lost	No. Volumes or Items Added Through				No. Titles Still on Order (Estimate)	
			Local and State Funds	Title III, NDEA*	Title II, ESEA	Title I, ESEA	Title II, ESEA	Title I, ESEA
A. Library Books								
B. Textbooks								
C. Other Printed & Published Mat.								
1. Periodicals								
2. Audio-Visual Materials								
(a) Motion Pictures								
(b) Filmstrips								
(c) Recordings								
(d) Slides & Transparencies								
(e) Programmed Instruction Mat.								
(f) Maps, Charts, Graphs, Globes, etc.								
3. Others								

* Check only if local and state funds were used to match Title III, NDEA

PART IV—LIBRARY PROGRAM

A. Organization (check blanks that characterize your library and its program.)

1. Central library______
2. All library resources (including A-V) cataloged and housed in library______
3. Classroom collections only______
   a. Collection organized______
   b. Collection unorganized______
4. Library - study hall combination______

B. Administration

1. Scheduling of student use of library
   a. Flexible______
   b. Rigid______
2. Hours open to faculty and students (number)
   a. Daily______
   b. Weekly______
3. Centralized processing of materials______

C. Improvement of School Libraries

1. This central school library was established and organized during fiscal 1967______
2. This central school library was established and organized since July 1, 1967______
3. A (full-time, part-time) librarian was added during or since fiscal 1967______
4. An assistant librarian or clerk was added during or since fiscal 1967______
5. Check here if new quarters for the library are to be provided during fiscal 1968______
6. Are library quarters permanent________temporary________

____

Signature of person submitting report

SUGGESTED LIBRARY REPORT TO PRINCIPAL

The resourceful librarian will find numerous ways to illustrate the library report. The following form is only a suggestion of the items to be included:

FINANCES

Total amount spent for instructional materials____________________

books
magazines
newspapers
supplies and mending

binding
audio-visual
others (list)

LIBRARY HOLDINGS

No. of books last reported__________

No. of books lost__________ Discarded__________

No. of books cataloged__________

Total books in library__________

Other holdings (list)__________

Remarks

What has been improved most in the past month?

Objectives for the month ahead—

Suggested improvements—

SPECIAL REPORTS

Number of book talks ______________________________

Special displays ______________________________

Faculty and groups making
special use of the library ____________________

Special observances (bulletin boards, etc.) ________________

School Name____________________________ Year_________

District________________________________

INVENTORY FORM

ELEMENTARY AND SECONDARY EDUCATION ACT—TITLE II

INVENTORY RECORD FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS AND OTHER PRINTED AND PUBLISHED INSTRUCTIONAL MATERIALS

	No. at beginning of year	No. lost and discarded	No. added	Total resources now on hand
1. School Library Resources				
A. Books				
B. Other printed materials				
1. Periodicals (subscriptions)				
2. Audio-visual Materials				
a. Motion Pictures				
b. Film Strips				
c. Recordings (Tape and Disc)				
d. Slides and Transparencies				
e. Programmed Instruction Materials				
f. Maps, Charts, Graphs, Globes, etc.				
2. Textbooks				
3. Other Instructional Material				
A. Books				
B. Other printed materials				
1. Periodicals (subscriptions)				
2. Audio-visual Materials				
a. Motion Pictures				
b. Film Strips				
c. Recordings (Tape and Disc)				
d. Slides and Transparencies				
e. Programmed Instruction Materials				
f. Maps, Charts, Graphs, Globes, etc.				

Chapter VIII

THE ROLE OF THE LIBRARY IN THE SCHOOL

The library is not an isolated section of the school set apart from other subject areas. Because it has not distinct subject matter but provides materials for all subjects and all interests of pupils and teachers, it holds the distinction of being the most integrated area of learning in the school. It functions to further the school's educational objectives; therefore, it is a **service agency.**

The library is a place where individualized learning activities occur. The library cooperates with other areas of instruction in helping pupils learn how to use libraries and their materials, how to find information and how to study. It teaches informally by its communications, exhibits, posters, direction sheets and guides. It encourages learning by its appearance and atmosphere. It is a method of teaching; therefore, it is a **teaching agency.**

The library is a **laboratory**—under guidance. Pupils may browse, explore, enjoy books and learn how to use books as tools for reference and information. It is where they share experiences through dramatization, reviewing, discussion, storytelling and demonstrations. Auditioning of tapes and records, viewing film and filmstrips, making aids to help in a subject area—all are permissible in a properly functioning library today.

The library is a **mobile** learning center. Fluid collections arrive in the classrooms when needed and remain there for the duration of the unit of learning to which they relate. This provides "fresh produce," so to speak, on a daily basis if necessary. **The role of the Librarian is changing.** He no longer is bound to the library, but visits in the classrooms to render service and help, to become familiar with the children and to keep abreast of [illegible] curriculum. An effective library program requires the integration of minds—the librarian's, the teachers' and the pupils'. This becomes a cooperative effort resulting in **extension services.**

The library is more than a place to house books and other printed matter. It is a materials center. In it should be all types of materials to satisfy the interests and to meet the needs of all the pupils and teachers in enriching the curriculum. This wide variety of materials should be easily available at all times for use. Instruction in the use of nonprinted material is given by the librarian so that the individual teacher or student may become self-sufficient in the handling of any material or equipment. Research has proved that **guidance** and **accessibility** provides a most potent impetus to reading and learning.

Helpful Hints For The Librarian in Providing Service to Teachers

- **Make it easy for teachers to borrow materials from the library.**
- **Provide classroom collections for periods of time commensurate with the adequacy of the collection.**

- Share with teachers in planning for the teaching of the learning and library skills as well as joint undertakings in reading guidance.

- Acquaint new teachers with library resources. Help them to locate books on the shelves and to use such instructional helps as picture files, pamphlet files, guides to audio-visual materials and guides to free and inexpensive materials. Acquaint them with any special resources and services. A personally conducted tour of the library is a promising approach to good working relationships.

- Share with teachers the selection of new instructional materials, both book and nonbooks. Make available to teachers: lists, reviews, and other aids or tools in book selection.

- Advise teachers of the arrival of new materials and maintain a continuous program for publicizing all library resources and services. Displays and exhibits in the teachers' workroom and attractive notes or lists sent to individuals are effective methods of communication.

- Encourage and invite teachers to talk over their proposed units of work. Do not limit your participation to suggestions about materials. The education of the school librarian provides him with ample skill for sharing in planning the content and the methods of instruction.

- If space permits, furnish teachers with a special place ("a professional corner") in the library where they can examine materials. Professional books and magazines should be available. Often a corner in a workroom can be made an attractive place for teachers to work, with easy access to library materials.

- Offer guidance to teachers who want additional knowledge of books and materials in their own field. The librarian can help them develop skill in the use of these resources. It must be done unobtrusively, but it needs to be done if teachers are to help their pupils use learning tools efficiently.

- In publicizing library resources, use bulletin boards and displays in halls and classrooms as well as in the library. As far as it is possible to do so, enlist the aid of students and teachers in this enterprise. Open the library to displays of creative work done by the pupils in their classrooms. The effectiveness of this kind of publicity tends to be in direct proportion to the participation of pupils in the planning and arranging of the display materials.

- Work with the classroom teacher in determining the reading interest of pupils, their abilities, needs and problems, and in gathering data; then share the findings, and plan reading activities and guidance on the basis of the evidence. Try, as far as it is possible to do so, to come to some agreements about objectives: what both believe is good reading guidance for children and what individual responsibilities each may assume.

WHAT IS THE TEACHER'S ROLE IN THE LIBRARY PROGRAM?

What use teachers make of the library depends upon their understanding of the curricular needs of their students and above all, upon their methods of instruction. If they teach to broaden and to enrich the textbook and the classroom, they will understand the true values of the library in the total school program.

When the above role of the library is accepted, the teacher and librarian team should have "FULL STEAM AHEAD" toward improving instruction.

The following suggestions by Mrs. Louise L. Klohn, Librarian of Bryant Junior High School, Minneapolis, Minnesota, in **Better Libraries Make Better Schools** assures the teacher a maximum of library service:

- **Decide on such matters as the circulation of books to classrooms,** the use of all the resources of the library by teachers, and the extent of the use of communication forms for informing the librarian regarding classroom units and the library materials needed for classroom use.

- **Advise the librarian of the learning experiences provided in the classroom** so that the librarian in turn can provide related reading experiences in the library.

- **Work with the librarian in developing units of study.** Ideas for library units sometime come as a result of these planning sessions. For example, a fourth grade teacher may have her class pursuing a unit on weather. Here is an opportunity for the librarian to plan a unit on folklore, myths, and legends. The great body of imaginative literature that has evolved as man has attempted to explain nature, the weather, and the seasons may become the content for such a library unit. Thus the librarian extends classroom experiences of the pupils into the world of imaginative literature. Thus you have something of a team-teaching nature.

- **Know the library's program** and keep the librarian informed about curricular changes.

- **Constantly motivate the students** to make use of the librarian's resourcefulness.

- **Use a bibliography to check availability of materials.** The bibliographies, furnished by the librarian, should include the following types of materials: (1) books supplying call numbers, authors, titles; (2) encyclopedias supplying topics under which material can be located; (3) pamphlets, supplying subject headings for material; (4) magazines supplying magazine titles, dates, pages; (5) filmstrips, films, records.

The compilation of these lists is the responsibility of the librarian. A carbon copy of these bibliographies should be made so that one copy can be kept up to date by the librarian by sending a mimeographed form listing new materials to the teacher from time to time. These forms can be stapled to the original copy.

. **Request the librarian to place materials on reserve when supply is limited.** This is extremely important for effective use of the library. Students receive a negative impression when they are told to make a report on a topic for which they can not obtain materials. When a teacher assigns similar reports to five classes, a few students come to the library at once and draw out the books. When the majority appear after school, the librarian is forced to tell them that the references are gone. These students return to the teacher to say that their lesson is unprepared because of a lack of library materials. They feel no further responsibility. The teacher's plans are thwarted, and she too often forms a negative impression of the value of the library.

. **Use student permits to the library when materials are difficult or when supply is limited.** Teachers will find that when only a few references are available or when the reading level of the materials is difficult, they can obtain best results by assigning topics to a few of the best students rather than to the entire class. The best students usually finish assignments sooner than others, and their work can be enriched by a visit to the library during class time to obtain information. By having them report to the class, all students receive benefit from the material.

. **Have the librarian locate materials and place them at tables when classes are brought to the library.** Some teachers object that students waste time and are noisy when they are brought as a class to the library to do reference work. These objections can be eliminated when the librarian has been asked ahead of time to make materials readily accessible. When materials have been placed where students are to sit, classes can settle down to work at once. Successful classwork in the library depends upon two additional factors: sufficient materials and separation of easy from difficult materials. When topics are too specific and too few, students have difficulty locating material. It is best to assign broad subjects and to permit the student to select a specific topic on his own initiative.

. **Have library materials sent to the classroom when close supervision over an extended period is necessary.** When library materials are needed for long periods of time, for example, a week or more, it is not always possible to avoid conflicts with other teachers who want to use the library. Sometimes the teacher wants to have students do their reference work under his close supervision. When these are the objectives, the teacher can secure best results by requesting the librarian to send the materials to the classroom. These materials are charged to the teacher and are used in his room.

Teachers who are unhappy with the library may need to be reminded that:

- There is no area of study for which it is impossible to obtain library materials.
- The supply of library materials in an area depends upon the demands made by the teacher; frequent demand increases supply.

THE LIBRARIAN AND READING GUIDANCE

Schools are committed to the idea that guidance is synonymous with teaching. Important as is the role of the librarian in teaching library and work-study skills, his role in reading guidance is of major importance. Reading guidance should never be considered as a plan for cajoling or luring students to read as if reading were a game. Neither should it be considered a technique to change behavior. Rather it should be considered a systematic process of providing assistance to students in selecting enjoyable, understandable books; in making meaningful and useful the vicarious experiences they have in books; and in using reading as a rich investment for their interests, needs and concerns.

In planning for reading guidance of the student it is essential that the librarian know:

The Purposes of Reading

- Extend experience
- Re-live and re-experience the adventures of others
- Develop understanding of one's self and others
- Understand one's world
- Gain spiritual and aesthetic values
- Understand the motives of human conduct
- Learn about faraway places
- Develop love of country and democratic ideas
- Seek adventure, release and escape
- Secure ideas
- Find answers to questions
- Gain skill in comprehending the printed page and in reading for meaning
- Identify and solve problems
- Develop appreciation and imagination
- Build values

These purposes provide constant direction to the librarian in individual and group guidance of reading. In introducing and discussing books with a class, he considers the specific purposes and goals in terms of desirable learning for his pupils and the values inherent in the books under discussion. The pupils may be completely unaware of these purposes. They read for the story. But for the librarian, purposes should be clearly defined if guidance, either individual or group, is to be effective.

INSTRUCTION IN THE LIBRARY AND LEARNING SKILLS

One of the major purposes of the school librarian as well as of the teacher is to help pupils acquire knowledge. Reading, observing, telling, reporting, listening, discussing, planning and problem solving are the essential communication skills that need to be developed. Skills in gathering and utilizing information and knowledge are required in critical thinking. These skills must be taught deliberately and practiced thoughtfully.

Skill in reading involves a variety of skills and processes, depending on the individual's purpose in reading. Reading for information makes the mastery of certain specific skills mandatory. It involves certain procedural steps, namely;

- **Ability to locate information**
- **Ability to identify and understand the meaning of words**
- **Ability to select and organize information involving such supplementary skills as choosing significant ideas, identifying topic sentences, skimming, outlining, and note taking**
- **Ability to interpret information which requires skill in judging the authority of sources and in seeing relationships**
- **Ability to use information, generalize, draw conclusions, and relate the facts to his own problems**

The school librarian needs to consider certain assumptions as he plans for a program of skill development in the library

In planning for the teaching of the library and learning skills, the librarian and the teacher need to: Above all, plan in broad outline and in some sequential order the skill learnings expected of the pupils grade by grade.

The following outline serves as a guide for teachers and librarians who are working cooperatively in instructing children in grades k-6 in the use of books and the library. The purpose of the outline is to bring into focus three areas of a developmental library program for grades k-6: the objectives of the program, the skills and knowledges to be developed and the responsibilities for instruction.

Both the teacher and the librarian have responsibilities for instruction. There should be no assumption that the library program in individual schools should encompass all the suggestions the outline presents; but it is hoped that the outline provides the framework for a good library program in the elementary grades.

DEVELOPMENTAL PROGRAM

OF

INSTRUCTION IN THE USE OF BOOKS AND THE LIBRARY

Grades K-6

KINDERGARTEN

OBJECTIVES:

To learn to listen to interesting stories and poems

To begin developing an appreciation for good books

To learn how to handle books and to care for them properly

To learn what the library is and how it may help us

To learn the rules of the library

SKILLS AND KNOWLEDGES TO BE DEVELOPED:

What "library" means

Kinds of libraries: central school library, classroom library, public libraries, bookmobile libraries

Where the different kinds of libraries are found and how they may be used

Who the librarian is and how she helps us

How to care for books—

1. Be sure that hands are clean
2. Don't drop books if you can help it
3. Don't write or mark in books and don't fold down or wrinkle the pages
4. Use a book marker to keep your place
5. Don't fold the backs of the book together
6. Turn the pages correctly—turn from the upper right hand corner with the right hand (Opposite for left-handed)
7. Hold the book with both hands and at an angle when reading; large picture books may be laid flat on desk or table
8. When book is not in use, place it where it will not get lost, soiled or otherwise abused

Be a good citizen in the library—

1. Work and move about quietly and whisper when in the library
2. Share books and take only one book at a time
3. Listen attentively to the librarian and teacher
4. Return books to the place designated by the librarian or teacher
5. Straighten the chairs before leaving the library
6. Take turns and don't interrupt the librarian when she is talking or helping someone else

Learn the meanings of words associated with the library—

1. Borrow
2. Date due
3. Title
4. Author
5. Parts of books
6. Illustrations

What books have inside the covers—

1. Stories which are true, funny, picture stories, poems, etc.
2. Books that answer questions about anything we would like to know

When the library may be used

RESPONSIBILITIES FOR INSTRUCTION:

Librarian—

1. The librarian shares responsibility with teachers, but takes the lead in instruction
2. Works with and assists the teacher in using the library
3. Reads to the children

Teacher—

1. Prepares the children for each library visit
2. Helps children with book selections
3. Helps with the discipline of the children
4. Evaluates with the children and librarian what has been learned

FIRST GRADE

OBJECTIVES:

To develop in children a liking for good books

To provide many experiences in using and handling books correctly

To begin introducing children to books with appropriate reading text

To develop an appreciation for good books

To learn the procedure for using the library and for checking out books

To further develop the concept of what the library is and how it may help us

To further develop library skills

SKILLS AND KNOWLEDGES TO BE DEVELOPED:

Develop further the concept of what the library is and the role of the librarian—

1. She helps us to find interesting books to read
2. She helps our teacher find materials and books for us to use
3. She takes good care of the books and materials in the library
4. She buys new books for us to read and repairs damaged ones
5. She helps teach us how to take good care of books
6. She teaches us how to find good books and to use them

How to care for books—

1. Review kindergarten suggestions
2. Remove books from the shelves and replace them
3. Open new books

Extend instruction concerning parts of a book

Be a good citizen in the library

Extend vocabulary and meanings of words associated with books and the library—

1. Back of book
2. Spine
3. Title page
4. Table of Contents
5. Dictionary
6. Encyclopedia
7. Fiction
8. Date due
9. Cover

Introduce new easy-to-read books

Different kinds of books—

1. Easy Picture
2. True stories
3. Books of poems

4. Books about persons, places, and things
5. Dictionaries
6. Encyclopedias

Procedure for checking books out of the library (if permitted)—

1. Borrowing books
2. Returning books

Become familiar with a few favorite books, authors, illustrators

RESPONSIBILITIES FOR INSTRUCTION

Librarian—

1. Shares this responsibility with the teacher, but takes the lead
2. Works with and assists the teacher in using the library
3. Reads to the children
4. Teaches the procedure for checking books out of the library

Teacher—

1. Prepares the children for each library visit
2. Helps children with book selections
3. Helps with the discipline of the children
4. Evaluates with the children and librarian what has been learned

SECOND GRADE

OBJECTIVES:

To guide students in the selection of reading materials
To introduce books as sources of information and to find answers to questions and problems
To teach the parts of a book
To develop independence in selecting appropriate reading materials
To instruct students concerning the care of books checked out of the library
To further develop library skills

SKILLS AND KNOWLEDGES TO BE DEVELOPED:

How to care for books—

1. Opening new books
2. Turning pages of books properly

3. General protection of books
4. Using book markers
5. Have a special place to keep library books at home so that they will not be handled by younger brothers and sisters or will not become lost or damaged

Review previous suggestions

Review and extend the rules of the library to meet growth through independent use of the facilities

Variety of books found in the library—

1. Seasonal
2. Holidays
3. Insects
4. Children in other countries

Review grade one, "Different kinds of books"

Other materials available in the library—

1. Magazines
2. Records
3. Filmstrips
4. Maps and Globes
5. Science materials

Library circulation procedures—

1. Borrowing books from library and classroom
2. How to complete book cards
3. Where to check out books
4. Where to return the books
5. Length of time for which books may be borrowed
6. Borrowing books from other libraries

Introduce the parts of the book—

1. Title page
    a. Title
    b. Author
    c. Illustrator
2. Table of Contents
3. Information appearing on spine of book

Extend vocabulary and meanings of words associated with books and the library—

1. Review grade one vocabulary
2. Magazine
3. Circulation desk
4. Book card
5. Body of the book

RESPONSIBILITIES FOR INSTRUCTION:

Librarian—

1. Shares this responsibility with the teacher, but takes the lead
2. Guidance in book selection
3. Assists the teacher and students in using the library

Teacher—

1. Prepares the class for the library visit
2. Guides students in book selection
3. Supervises students and assists in maintaining discipline
4. Evaluates with the students and the librarian what has been learned

THIRD GRADE

OBJECTIVES:

To further develop independence in selecting appropriate reading materials and in using the library

To further develop the ability to use the library as a source for finding answers to questions and problems

To introduce the use of encyclopedias, dictionaries, and magazines as sources for finding answers to questions and problems

To encourage students to vary and broaden the selection of books and reading materials

To develop a sense of personal responsibility for the proper care of books and for returning them when due

To continue developing a love and enjoyment of books and reading

SKILLS AND KNOWLEDGES TO BE DEVELOPED:

How to care for books—

1. Review previous grade level suggestions
2. Protect books from weather that might damage them
3. Never bend together the covers of the book

Review and extend the rules of the library to meet growth through more independent use of the facilities—

1. Completing book cards
2. Re-shelving books and returning other materials to proper places
3. Returning books borrowed from the library—fines for over-due books and for damage

Introduce other resources of the library and instruct in the use of the materials—

1. Dictionaries (beginning or easy)
    a. Alphabetical arrangement
    b. Guide words in finding words
    c. Thumb index in some dictionaries
    d. Some words have more than one meaning
    e. Using the dictionary in spelling
2. Encyclopedias
    a. Alphabetical arrangement
    b. Index
    c. Kinds of encyclopedias
    d. Contents—contains brief but important points of information
3. Magazines
    a. Contains useful information
    b. Latest information
    c. Stories
    d. Advertisements

Introduce the Dewey Decimal System for classifying books in the library—

1. "E" for easy picture books
2. "F" for fiction
3. "B" for biography
4. Other divisions as the needs arise

Further instruction in the parts of a book—

1. Review previous grade level suggestions
2. Publisher
3. Copyright and date
4. Index

Extend vocabulary and meanings of words associated with books and the library—

1. Copyright
2. Guide words and letters

3. Index
4. Publisher
5. Classification
6. Biography
7. Magazine
8. Alphabetical arrangement
9. Card catalog

Introduce the card catalog—

1. It is an index or guide to all books in the library
2. It lists books in more than one way: Author, Title and Subject
3. It is alphabetical in arrangement

RESPONSIBILITIES FOR INSTRUCTION:

Librarian—

1. Shares this responsibility with the teacher, but takes the lead
2. Guidance in book selection and in using the information found in books
3. Introduces and/or expands upon new concepts
4. Assists the teacher and students in using the library

Teacher—

1. Prepares the class for the library visit
2. Correlates the instruction given by the librarian with that of the classroom such as skills introduced in the language book
3. Supervises pupils and maintains discipline
4. Evaluates with the students and the librarians what has been learned
5. Guides the students in selecting books for recreational reading and for information
6. Encourages students to use public libraries as well as the school library

FOURTH GRADE

OBJECTIVES:

To develop an appreciation for good literature
To further promote interest in reading for pleasure and information
To further develop independent habits of study and research
To extend instruction in reference materials and usage

To develop independence in the student in using the resources of the library and to extend knowledges already gained from textbooks

To further develop skills in using the tools of the library

SKILLS AND KNOWLEDGES TO BE DEVELOPED;

Further instruction in the parts of a book—

1. Review previous grade-level suggestions
2. Preface gives the purpose of the book
3. Some books have glossaries
4. Some books have a dedication page
5. Some books have information given in them in the form of maps, graphs, pictures, charts, etc.
6. Extend practice in the use of the table of contents and index to locate information
7. A bibliography is a list of books referred to in writing the book or for further reference
8. Footnotes give further information or explain
9. Appendix gives further, additional, and helpful information

Further instruction in the arrangement and scope of materials found in the library—

1. Extend instruction concerning the Dewey Decimal System
2. Cross references found on cards in the card catalog such as "See," "See Also", etc.
3. All books in the library have a library name of "address" such as letters, numbers, or both and are called "call numbers"
4. Books in the library have numbers which begin with 000 and which go through the 900's and are arranged on the shelves in that order from left to right
5. Books about the same subject are placed together on the shelves
6. Fiction and easy books are arranged alphabetically by the first letter of the author's surname.
7. Author and subject card are arranged alphabetically in the card catalog by the first word
8. Title cards are arranged alphabetically by first word (omitting such words as "a", "the" when they appear at the beginning)
9. Learn to use shelf and outside drawer guides to locate books quickly
10. Dictionary gives keys to pronunciation and defines meaning

Introduce good literature to students and encourage such reading—

1. Classics
2. Award books

Review and extend vocabulary—

1. Cross reference
2. Glossary
3. Dedication
4. Appendix
5. Bibliography
6. Footnote
7. Call numbers

Give practice in locating books on a particular subject, by a particular author, and by title

Give practice in locating certain information in books, encyclopedias, and dictionaries

Review and closely correlate instruction begun in previous grades

Extend book reporting skills and introduce scanning for information and simple note taking

RESPONSIBILITIES FOR INSTRUCTION:

Librarian—

1. Shares this responsibility with the teacher, but takes the lead
2. Introduces new skills and gives practice in using them
3. Assists the teacher and students in using the library
4. Encourages independent use of the library by students
5. Encourages greater use of public libraries

Teacher—

1. Prepares the class for the library visit
2. Instructs individual students and small groups of students who use the library at times other than regularly scheduled periods
3. Supervises pupils and helps enforce the rules of the library
4. Evaluates with the students and the librarian what has been learned

FIFTH GRADE

OBJECTIVES:

To further develop the ability to read for information, evaluate, and to summarize

To increase the ability to use the tools of the library as an aid in finding information

To further develop the ability to do research and to put the information into acceptable form for reports, themes, etc.

To further develop an appreciation for good literature

SKILLS AND KNOWLEDGES TO BE DEVELOPED:

I. Introduce techniques for simple note-taking—
  A. List exact title of book, author, and pages from which information was taken (simple bibliography)
  B. Briefly write down the main idea of each paragraph
  C. Jot down key words and phrases as an aid in remembering the more important facts
  D. From the notes write the information in paragraph form in own words

II. Introduce techniques for simple outlining—
  A. Explain reasons for outlining
  B. Introduce kinds of outlines such as a topical and complete sentence
  C. Show simple form for outlining and explain reason for identation and headings, e.g.
    1. First main topic or idea
      a. Sub-topic or major point under main topic
        (1) Supporting information
          (a) First fact or idea
          (b) Second fact or idea
        (2) Same as (1)
      b. Same as a
    2. Same as 1

III. Using the dictionary—
  A. Review suggestions made at previous grade levels
  B. Point out the helpful suggestions which may be found in the front and back of the dictionary and instruct students in the use of these sections
  C. Instruct students concerning the many helpful ways in which a dictionary may be used
  D. Introduce and explain the terms "abridged" and "unabridged"
  E. Give practice in using the dictionary

IV. Using Encyclopedias—
  A. Review suggestions made at previous grade levels
  B. Explain the purposes for which they are written
  C. Relate the use of the encyclopedia to research

D. Explain the general make-up of encyclopedias and references found in them such as cross references, maps, charts, pictures, etc.

E. Give practice in using encyclopedias

V. Using other books, magazines, pamphlets etc. in research—

A. Give further instruction in library skills—

1. Encourage students to remember a few of the Dewey Decimal classification numbers
2. Give further instruction in using the card catalog and encourage students to make more use of it

B. Introduce other resources found in the library—

1. Atlases
2. Almanacs
3. Newspapers
4. Reader's Guide to Periodical Literature
5. Yearbooks

C. Expand vocabulary—

1. Outline
2. Abridged
3. Unabridged
4. Pamphlets
5. Atlas
6. Almanac
7. Reader's Guide
8. Biography

Encourage students to balance reading selections to include fiction, non-fiction, biographies, poetry, etc.

Encourage students to become more independent in the use of the library

Encourage a sense of responsibility and pride on the part of the students concerning the library and solicit their help whenever possible.

RESPONSIBILITIES FOR INSTRUCTION:

Librarian—

1. Shares responsibility with the teacher, takes the lead in certain phases and gives assistance to the teacher and students
2. Gives guidance to individual students, small groups, and classes in book selection and in using the information found in books
3. Introduces and/or expands upon all new library skills and in the use of the tools of the library

4. Assists the students and teachers in using the library

Teacher—

1. Prepares the class, small groups, or individuals for the library visit
2. Supervises the students and maintains discipline
3. Follows-up the instruction given by the librarian
4. Evaluates with the students and the librarian what has been learned

SIXTH GRADE

OBJECTIVES:

To continue in the development of appreciation for good literature

To continue the development of skills associated with using the library

To further increase the pupil's ability to use the library as a laboratory for research as well as for recreational reading

To further the development of the understanding of the arrangement and classification of books and other materials in the library

To further the development of a greater appreciation for libraries

To encourage the use of other libraries

SKILLS TO BE DEVELOPED:

Review suggestions made at previous grade levels on research and use of the library

Further develop and refine the skills already introduced concerning research and the use of the tools of the library

1. Dictionary usage—
    a. As an aid in finding synonyms for words
    b. Various forms of words
    c. As an aid in spelling and writing
    d. Kinds of dictionaries, such as dictionary of synonyms
2. Encyclopedias—
    a. Review and compare the different kinds of encyclopedias found in the library and in the classroom
    b. Review the many kinds of information found in encyclopedias such as information on people, places, things, how to make, etc.
    c. Strengthen the ability to use encyclopedias effectively through practice and use

3. Atlases—
    - a. Purpose
    - b. How to use
    - c. Meanings of terms
    - d. Interpretation of different kinds of maps, legends, etc.
4. Almanacs—
    - a. A book of facts on many subjects
    - b. Published yearly
    - c. Format and arrangement of materials
5. Vertical file material—
    - a. Pictures
    - b. Pamphlets
    - c. Clippings
    - d. Other miscellaneous materials
    - e. Purpose and how it is to be used
6. Other resource materials and how they are to be used—
    - a. Science equipment and materials
    - b. Films
    - c. Filmstrips
    - d. Audio-visual equipment
    - e. Charts
    - f. Maps and globes
    - g. Records
7. Card Catalog
    - a. Review suggestions made at previous grade levels
    - b. Become more familiar with, but do not memorize, the ten major Dewey Decimal classifications
    - c. Practoce and use of Title, Author and Subject Cards
    - d. Arrangement of non-fiction and biography books
8. How to prepare a bibliography—
    - a. For books
    - b. For encyclopedias
    - c. For magazines

Examples of bibliographies for a book and a magazine—
(1) Book

Mott, Carolyn and Leo B. Baisden. The Children's Book on How to Use Books and Libraries. New York: Charles Scribner's Sons, 1961.

(2) **Magazine**

Kent, George. "The Man Who Saved London," **The Reader's Digest,** Volume 79 (September, 1961), 230-237.

Note: Volume may be written as above or by the use of Roman numerals—LXXIX and omitting the word, volume.

Provide practice in using the tools of the library as an aid in developing independence and convenience—

1. Card Catalog (kinds of cards)
2. Special Reference Books
3. Shelf labels and card catalog drawer guides
4. Reader's Guide to Periodical Literature

Provide recommended lists of books for students

Use displays, bulletin boards, book fairs, and exhibits to encourage wide reading and to introduce new books

Encourage students to use the library during the school day, before and after school, during the summer, and to make use of public libraries

RESPONSIBILITIES FOR INSTRUCTION:

Librarian—

1. Shares this responsibility with the teacher, takes the lead in certain phases and gives assistance to the teacher in others
2. Assists students with book selection and research problems but leads them toward independence
3. Assists the students and teachers in using the library
4. Gives instructions concerning library skills and usage to individuals, small groups, or classes

Teacher—

1. Prepares the class, small groups or individuals for the library visit
2. Provides many opportunities for using the library
3. Follows-up the instruction given by the librarian
4. Supervises students and assists the librarian in maintaining discipline
5. Evaluates with the students and the librarian what has been learned

Chapter IX

EVALUATING THE ELEMENTARY SCHOOL LIBRARY PROGRAM

The major purpose of the elementary school library is to serve the established aims of the total educational program by (1) providing a rich variety of materials, including books and other printed materials, recordings, still and motion pictures, filmstrips, and other audio-visual materials and resources, for use by teachers and students as individuals and in groups; (2) offering leadership in developing techniques for the use of various materials by teachers and students; (3) making available facilities, services, and equipment necessary for the selection, organization, and use of instructional materials; and (4) furnishing facilities for and assistance in the production of instructional materials and displays.

Knowledge of what a good elementary school library does is necessary to evaluate what the school now offers and to set goals for improvement. The criteria that follow are intended for the evaluation of the entire range of the elementary instructional materials program.

MANUAL OF SELF-EVALUATION

FOR

MISSISSIPPI SCHOOLS' INSTRUCTIONAL MATERIALS SERVICE

— Library and Audio Visual —

Grades 1 - 6

INSTRUCTIONS

— Note that items consist of standards and practices that generally characterize good school library and instructional materials services.

— Base your conclusions on the total program or service area.

— If you wish to qualify an item, enter an explanatory note in the space provided or on the back of the page.

— If important program features are not listed, insert statements in the space headed "Comments."

— All items consist of standards and practices that generally characterize good school programs.

— At the end of this Guide there is a Summary for indicating strong aspects of the total program and areas in which improvement is needed. Care in filling out this Summary is especially important in future planning for program improvement.

Name of School ______________________________

City or County ______________________________

Address ______________________________

Phone ______________________________

Person(s) preparing this report ______________________________

____

OUTLINE

I. .... Library Program Objectives

II. .... Library Staff

III. .... Library Resources

IV. .... Library Quarters

V. .... Library Organization and Administration

VI. .... Library Teaching and Reading Guidance

VII. .... Library Services

VIII. .... Public Relations

A GUIDE FOR THE REVIEW OF THE ELEMENTARY LIBRARY — INSTRUCTIONAL MATERIALS PROGRAM

I. **Program Objectives**

1. The librarian and other members of the faculty, working under the direction of the principal, have prepared a clear statement of the objectives that should be achieved by the school. ______
2. The librarian has established a positive, effective working relationship with the administration and faculty. ______

3. The librarian, working under the direction of the principal and with other members of the faculty, has prepared a clear statement which indicates how:
   - The library program is directed and developed in relation to the school's objectives and program. ______
   - The library supports and reinforces the curriculum. ______
   - The library's unique functions and objectives are achieved for all personnel. ______
4. The plans for school administration enable pupils to use the library freely. ______
5. In case either the library's facilities or pupil schedules make it impossible for pupils to use the library freely, classes are scheduled to the library at least once a week. ______
6. The appearance and atmosphere of the library and the helpfulness of the librarian invite browsing, reading, and independent study. ______
7. The librarian stimulates reading and learning. ______
8. The library is:
   - A teaching center. ______
   - A service center. ______
   - A guidance agency. ______
   - An instructional materials laboratory. ______
   - A learning laboratory. ______

   The library is not:
   - A situation in which the library is thought of merely as a room where pupils may obtain and return library books. ______

Information Requested

1. What percent of the pupils use the library regularly and frequently? ______________________
2. What was the average daily library attendance during the last school year? ________________
3. Approximately what percent of the pupils read regularly for pleasure? ______________________
4. How many classes or groups were scheduled for curriculum-related activities or group learning last year? ______________

5. Have any federally-aided or state-aided programs contributed directly or indirectly to the library program? Yes______ No______
If so, describe briefly the extent of this involvement.

Comments:

II. The Library Staff

1. A qualified librarian is responsible for the school library program. ______
2. The preparation of the librarian is appropriate and adequate for elementary school library teaching and service. ______
3. The librarian studies at frequent intervals and takes advanced professional courses. ______
4. The librarian is classified as a teacher with specialization in library science. She attends faculty meetings, curriculum meetings, grade level meetings, and works for the attainment of the school's objectives. ______
5. The librarian participates in professional activities (school and library) and in local and community activities. ______
6. The librarian has a sufficient amount of time for:
   - Working individually with pupils and teachers. ______
   - Recommending appropriate instructional materials for subject related studies. ______
   - Stimulating reading, listening and viewing as aids to independent study. ______
   - Teaching the use of the library and its resources. ______

. Selecting and ordering books and other instructional materials. ______

. Organizing and cataloging the collection. ______

. Administering the library. ______

Information Requested

School enrollment__________ Number of librarians__________

Qualification of librarian

Name	College Degree Date	Library School Degree Date	Other Degrees	Total Credits in Library Science

Experience

Clerical Staff: Number full-time________ Number part-time________

Student Assistants: Number________ Total periods a week of student service________

Comments:

III. **Library Resources**

1. There is evidence of adequate funds for purchasing library resources to realize achievement of the school's purpose. ______

2. The librarian, together with the faculty and under the direction of the administrator, has developed a written selection policy governing all library resources. ______

3. The library contains adequate materials needed by pupils and teachers to support the educational program of the school. ______

4. The library provides both non-print (such as filmstrips, slides and recordings) and printed materials (books, magazines and pamphlets). ______

5. The book collection meets the needs of:
   - . Pupils of average ability. ______
   - . The slow and retarded. ______
   - . Those of superior ability. ______

6. The collection includes reliable, accurate, up-to-date books and other materials in the fields of:
   - . Reading (Developmental and Remedial) ______
   - . Language Arts ______
   - . Social Studies ______
   - . Science ______
   - . Physical Education ______
   - . Music ______
   - . Art ______

7. Library resources are bought at intervals throughout the school year. ______

8. An up-to-date collection of professional books and periodicals for the use of faculty and parent groups is provided. ______

9. Filmstrips, recordings, and other audio-visual materials are supplied and circulated. ______

10. Out-of-date, inappropriate and worn materials are withdrawn from the collection periodically. ______

Information Requested

1. Number of volumes in book collection? ______
2. Number of volumes added during last school year? ______
3. Number of volumes per pupil? ______
4. Number of audio-visual materials added during last school year?

Film______ Tapes______

Filmstrips______ Other______

Recordings______ ______

5. Amount spent for books last year? ____________

6. Amount budgeted for books this year? ____________

7. Amount spent for audio-visual materials last year? ____________

8. Amount budgeted for audio-visual materials this year? ____________

Comments:

IV. Library Quarters

1. The library is centrally located and is easily accessible, yet remote from activities which hamper library use. ______
2. The library space is arranged, lighted, and equipped for effective library functioning. ______
3. The library quarters are large enough to take care of the needs of the entire student and faculty groups. ______
4. Shelving is sufficient for the book collection. ______
5. Ample space is allowed for storage of magazines, A-V materials and equipment and other essential materials or equipment. ______
6. The library workroom has space, shelving, and equipment needed for organizing and processing materials, and for planning, making and arranging exhibits or other visual aids. ______
7. There is a designated area for the teacher's use. ______
8. There is a library classroom and conference room adjacent to the library. ______

9. Provision has been made for individual listening, viewing and studying.

Information Requested

1. Number of pupils seated:
   - In library__________
   - In library classroom__________
   - In conference rooms__________

Comments:

V. **Library Organization and Administration**

1. All library resources are classified, cataloged, and processed for circulation, according to school library standards. ______
2. Essential library records (shelf list, card catalog, charging system etc.) are complete, accurate and up-to-date. ______
3. Printed catalog cards are used. ______
4. New books and other materials are processed and made available for use as promptly as possible. ______
5. Teachers and students are informed of new or relevant material as it is received. ______
6. The library is available for use before, during and after school hours. ______

7. The library is available for:
   - The free scheduling of classes ______
   - Supervised study ______
   - Classroom related activities ______

8. Books and materials related to classroom studies are loaned to teachers for the length of time they are needed. ______

9. Provisions are made for teaching the use of the library and its resources. ______

Information Requested

1. Are library books processed centrally or is the individual school responsible for its own processing? ______________________________

____

2. Is the library open before school? Yes ( ) No ( ) If yes, how long? ______________________________

3. Is the library open after school? Yes ( ) No ( ) If yes, how long? ______________________________

4. Is the library's schedule flexible or rigid? (Explain)

Comments:

VI. Library Teaching and Reading Guidance

1. The library is purposeful, busy and orderly — quiet, but not silent. ______

2. The librarian is an able teacher who helps pupils understand the purpose of the library, and shows them how to use its resources with good direction but without strain, tension, or rigid discipline. ______

3. The librarian has an attitude which encourages pupils and teachers to request help, guidance, and advice. ______

4. The librarian knows the reading program of the school and works toward interpreting the needs of the students, thus helping to improve their reading skills. ______

5. The librarian and the teachers cooperate in planning and providing appropriate library instruction. ______

6. When groups are scheduled to the library for activities related to classroom study, the classroom teacher is available to assist the librarian in working with the students. ______

7. The librarian introduces books and stimulates reading through:
   - Story-telling periods ______
   - Book talks ______
   - Reading clubs ______
   - Dramatizations ______
   - Exhibits ______
   - Book lists ______
   - Items in the school paper ______

8. The librarian and teachers cooperate to encourage leisure reading and to promote reading at home. ______

9. Many pupils read extensively according to their abilities. ______

10. Pupils use the library, its tools, its materials:
    - Actively ______
    - Independently ______
    - Effectively ______
    - With apparent satisfaction ______

VII. Library Services

1. The librarian assists individual pupils, teachers and classes by finding and/or assembling needed facts or reading materials. ______

2. The librarian helps pupils in their choice of materials for independent study. ______

3. The librarian strives to develop in the pupils the trait of intellectual curiosity. ______

4. The librarian initiates projects which require the use of the library resources. ______

5. The librarian provides timely materials for general school activities (safety campaigns, hobbies, conservation programs, etc.) ______

6. The librarian maintains a file of community resources and resource persons useful for school purposes. ______

7. The librarian develops pamphlet files for the schools instructional program. ______

8. The librarian helps teachers obtain and evaluate new materials for their classes or their own reading. ______

9. The librarian makes, or helps teachers and pupils make, reading lists and bibliographies. ______

10. The librarian introduces teachers to book selection aids, subject bibliographies and new media of instruction. ______

11. The librarian serves as a member of curriculum committees. ______

Comments:

VIII. **Public Relations**

1. Library resources and services are brought to the attention of members of the school through:
    . Library instruction ______
    . Exhibits ______
    . Reading lists ______
    . Notices and posters on bulletin boards ______

- The school paper ______
- Assembly programs ______
- Library newsletters ______

2. The librarian keeps the school faculty informed about new materials, significant magazine articles, library activities, and/or community affairs by monthly newsletters, book lists, notices on faculty bulletin boards or personal contacts. ______

3. The librarian sends a monthly report on library progress and activities to the school administration. ______

4. Teachers use the school library in connection with:
   - Their teaching ______
   - Courses they are taking ______
   - Their personal interests ______

5. Teachers help the library by:
   - Recommending titles for purchase ______
   - Evaluating materials in their special fields ______
   - Setting up exhibits ______
   - Making suggestions on library administration ______
   - Discussing books ______
   - Teaching and encouraging their classes to use library resources ______

6. Parents:
   - Participate in school library activities and interests ______
   - Contribute to the library's resources ______
   - Offer their services to the library ______

7. The library cooperates with other libraries by:
   - Sharing school information ______
   - Supplying information about library acquisitions ______
   - Lending library materials ______
   - Teaching pupils to use all libraries ______

8. The library participates in community library activities (e.g. Children's Book Week, National Library Week, etc.) ______

Comments:

SUMMARY

Use as many pages as needed to indicate:

A. Outstanding aspects, practices and features of the library program.

B. The area(s) of the library program in which most improvement is needed.

C. What is being done to strengthen or improve the aspects of the library program which are in need of improvement? Describe any plans designed to establish the library as an Instructional Materials Center.

Chapter X

EVALUATING THE SECONDARY SCHOOL LIBRARY PROGRAM

While the textbook is considered basic in teaching most subjects, the best teaching occurs when the student is brought into effective contact with important ideas and experiences in such a way that learning results and that the student will continue to seek further learning on his own initiative. Books have long been considered to be the primary means whereby ideas of enduring importance are recorded and communicated across the barriers of space and time; and libraries have traditionally accepted the responsibility for making books accessible and for encouraging their use. In recent years, however, there have been developed many new and wonderful devices which, while they cannot and should not replace books, offer their own unique contribution to the same ends, namely the recording and communication of ideas. The criteria that follow are intended for the evaluation of the entire range of instructional materials services, regardless of the degree to which their administration has been unified.

The major purpose of the instructional materials center is to serve the established aims of the total educational program by (1) providing a rich variety of materials, including books and other printed materials, recordings, still and motion pictures, filmstrips, and other audio-visual materials and resources, for use by teachers and students as individuals and in groups; (2) offering leadership in developing techniques for the use of various materials by teachers and students; (3) making available facilities, services, and equipment necessary for the selection, organization, and use of instructional materials; and (4) furnishing facilities for and assistance in the production of instructional materials and displays.

MANUAL OF SELF-EVALUATION FOR MISSISSIPPI SCHOOLS' INSTRUCTIONAL MATERIALS SERVICE

— Library and Audio Visual —
Grades 7 - 12

INSTRUCTIONS

- Note that items consist of standards and practices that generally characterize good school library and instructional materials services.
- Base your conclusions on the total program or service area.
- If you wish to qualify an item, enter an explanatory note in the space provided or on the back of the page.
- If important program features are not listed, insert statements in the space headed "Comments."

— All items consist of standards and practices that generally characterize good school programs.

— At the end of this Guide there is a Summary for indicating strong aspects of the total program and areas in which improvement is needed. Care in filling out this Summary is especially important in future planning for program improvement.

Name of School

City or County

Address

Phone

Person(s) preparing this report

OUTLINE

I. Library Program Objectives
II. Library Staff
III. Library Resources
IV. Library Quarters
V. Library Organization and Administration
VI. Library Teaching and Reading Guidance
VII. Library Services
VIII. Public Relations

A GUIDE FOR THE REVIEW OF THE INSTRUCTIONAL MATERIALS PROGRAM

I. **Program objectives**

1. The librarian and other members of the faculty, working under the direction of the principal, have prepared a clear statement of the objectives that should be achieved by the school.
2. The librarian, working under the direction of the principal and with other members of the faculty, has prepared a clear statement which indicates how:

- The library program is directed and developed in relation to the school's objectives and program ______
- The library supports and reinforces the curriculum ______
- The library's unique functions and objectives are achieved for all personnel ______

3. The plans for school administration enable pupils to use the library freely. ______
4. In case either the library's facilities or pupil schedules make it impossible for pupils to use the library frequently, classes are scheduled to the library at least every other week. ______
5. The appearance and atmosphere of the library and the helpfulness of the library staff invite browsing, reading, and studying. ______
6. The librarian stimulates reading and reference work. ______
7. The teachers encourage pupils to read in relation to school assignments, school activities, and their individual interests. ______
8. The library is:
   - A teaching center ______
   - A service center ______
   - A guidance agency ______
   - An instructional materials laboratory ______
9. The library is not:
   - A situation in which the library functions only as a study-hall with the librarian's primary responsibility being that of maintaining discipline. ______
   - A situation in which the library is thought of merely as a reference collection where pupils may find information or a room where pupils may obtain and return library books. ______
10. The librarian, working under the direction of the administration and with the faculty, has established a positive, effective working relationship with the public library. ______

Information Requested

1. What percent of the pupils use the library regularly and frequently for reference? ______________________________
2. What was the average daily reading room attendance during the last school year? ______________________________

3. Approximately what percent of the pupils read regularly for pleasure? ______________________________
4. What was the average book circulation per pupil during the last school year? ______________________________
5. How many classes were scheduled for supervised reference and reading last year? ______________________________
6. Have any federally-aided or state-aided programs contributed directly or indirectly to the library program? Yes?____ No?____ If so, describe briefly the extent of this involvement.

Comments:

II. The Library Staff

1. The preparation of the librarian is appropriate and adequate for school library teaching and service. ______
2. The librarian studies at frequent intervals and takes advanced professional, technical, or cultural courses. ______
3. The librarian participates in professional activities (school and library) and in local and community activities. ______
4. The librarian cooperates with other libraries—school, public, college, and special—of the community, region, or state. ______
5. The librarian and/or the library staff has a reasonable amount of time for:
   - . Working with individuals, pupils, and teachers ______
   - . Recommending books, stimulating reading, assist-

ing with reference, and teaching individual groups and classes to use the library ______

. Selecting and ordering books ______

. Planning and/or supervising the cataloging ______

. Administering the library, supervising the clerical staff, teaching student assistants, and interpreting the library ______

6. The library staff is sufficient in size for the school's enrollment and program. (One librarian for each 500 pupils or major fraction thereof.) ______

7. Provision is made for sufficient clerical or secretarial assistance. (one full-time library clerk per 1,000 pupils or major fraction thereof.) ______

8. When classes are scheduled to the library for supervised reading and reference, their teachers remain with them and work with the librarian. ______

9. During particularly busy periods teachers are scheduled to work with the librarian. ______

10. Pupil assistants help with library routines and perform other library activities. ______

11. School librarians are classified as teachers with specialization in library science, attend faculty meetings, and work for the attainment of the school's objectives. ______

12. The chief or senior school librarian is considered as a department head and works with the principal or plans for the library program, supervision of the professional, clerical, and student library staff, and participation at meetings of department chairmen. ______

13. The librarian is not assigned non-library duties. ______

Information Requested

School enrollment ______ Number of librarians ______

Qualification of librarians (Include system-wide Library Supervisor)

Name	College Degree Date	Library School Degree Date	Other Degrees	Total Credits in Library Science

Experience

Clerical Staff: Number full-time________ Number part-time________

Student Assistants: Number________ Total periods a week of student service________

Comments:

III. **Library Resources**

1. The librarian, together with the faculty and under the direction of the administrator, has developed a written selection policy governing all library resources. ______
2. The book collection is appropriate and adequate for the school's pupils and program for:
   - . Reference work ______
   - . Implementing the curriculum ______
   - . General and recreational reading ______
3. The book collection is satisfactory in size for the school enrollment. ______
4. The book collection is satisfactory for:
   - . Pupils of average ability ______
   - . The slow and retarded ______
   - . Those of superior ability ______
5. The book collection includes:
   - . Books of all types recognized as important for and interesting to pupils ______

- Significant, reliable, accurate, up-to-date books in the fields of:
  - History ______
  - Economics ______
  - Government ______
  - Public affairs ______
  - Guidance ______
  - Science ______
  - Practical arts ______
  - Modern languages ______
  - Literature ______
  - Music ______

6. Out-of-date, inappropriate and worn books are withdrawn from the collection. (The collection is weeded periodically) ______
7. Adequate funds are available for purchasing books and other library materials. ______
8. Books are bought at frequent intervals throughout the school year. ______
9. Periodicals and newspapers are included. ______
10. Pamphlet and picture files are well developed and organized. ______
11. Recordings are supplied and circulated. ______
12. Filmstrips and other audio-visual materials are supplied and circulated. ______
13. An up-to-date collection of professional books and periodicals for the use of faculty and parent groups is provided. ______

Information Requested

1. Number of volumes in book collection______
2. Number of volumes added during last school year______
3. Number of volumes added so far this year______
4. Number of volumes per pupil______
5. Number of periodicals______
6. Amount spent for books last year______
7. Amount allotted for books this year______
8. Amount allotted for periodicals this year______

9. Amount spent for audio-visual materials ____________
(Do not include equipment)

10. Amount allotted for audio-visual materials ____________

Comments:

IV. Library Quarters

1. The library is centrally located and accessible, yet remote from activities which hamper library use (gym, playground, music rooms). ______
2. The library space is arranged, lighted, furnished, and equipped for effective library functioning. ______
3. In a secondary school 10-15 percent of the enrollment can be seated in the reading room. ______
4. Shelving in the reading room is sufficient for the principal part of the book collection. ______
5. Shelving in the stackroom, conference room, or library classroom is sufficient for duplicate copies, special-purchase books, and magazine files. ______
6. The library workroom has space, shelving, and equipment needed for organizing and processing materials, arranging exhibits, and record keeping. ______
7. If audio-visual (communications) materials are handled, additional space is provided. ______
8. The decorative features of the library (draperies, plants, flowers, pictures) are attractive and appropriate. ______
9. There is a reading room or an alcove for the use of teachers. ______

10. The librarian is provided with or has easy access to a telephone. ______

Information Requested

1. Number of pupils seated:
   . In reading room(s)__________
   . In library classroom__________
   . In conference rooms__________

Comments:

V. Library Organization and Administration

1. The book collection is classified, cataloged, and processed for circulation according to school library standards. ______
2. Essential library records (shelf list, dictionary catalog, charging system etc.) are complete, accurate and up-to-date. ______
3. Printed catalog cards are used. ______
4. Provision has been made for centralized cataloging and processing. ______
5. New books are processed and made available for use as promptly as possible. ______
6. Nonbook materials (pamphlets, pictures, etc.) are organized and filed for efficient use. ______
7. Case labels, shelf labels, signs, and posters are used to explain the library arrangement and to guide library users. ______

8. Exhibits and displays arranged by librarians, teachers, and pupils call attention to books on particular subjects or themes, materials on questions of current interest, and recent acquisitions. _____

9. The library reading room is available for use before, during and after school hours. _____

10. The library is available for:
    . The free scheduling of classes _____
    . Supervised reference work _____
    . Directed reading _____

11. Teachers are urged to use the library and to encourage pupils to use it. _____

12. Books and materials are loaned to classrooms, laboratories, shops, or reserved in the library according to school needs. _____

13. Adequate inter-library loan procedures are established. _____

14. Periodically, efforts are made to determine whether present plans for admitting pupils to the library are encouraging the use of the reading room and use of library resources. _____

Information Requested

1. Are library books processed centrally or is the individual school responsible for its own processing? ____________________
____

2. Is the library open before school? Yes ( ) No ( ) If yes, how long? ________________

3. Is the library open after school? Yes ( ) No ( ) If yes, how long? ________________

4. Is the library open at all during evening hours? Yes ( ) No ( )
Saturdays? Yes ( ) No ( )

Comments:

VI. Library Teaching and Reading Guidance

1. The library is purposeful, busy, and orderly—quiet, but not silent. ______
2. The librarian is an able teacher who helps pupils understand the purpose of the library and shows them how to use its resources with good direction but without strain, tension, or rigid discipline. ______
3. The librarian has an attitude which encourages pupils and teachers to request help, guidance, and advice. ______
4. The librarian introduces reference tools and methods to classes and to individuals and supervises pupils at work in the library. ______
5. The librarian and the teachers cooperate in planning and providing appropriate library instruction. ______
6. Teachers make assignments and arrange for special reports which require the use of reference materials. ______
7. Classes are scheduled to the library classroom or part of the library for supervised reference and reading at the request of the librarian and/or teachers. ______
8. The librarian and teachers introduce books and stimulate reading by:
   - Story-telling periods ______
   - Book talks ______
   - Reading clubs ______
   - Dramatizations ______
   - Bulletins ______
   - Exhibits ______
   - Book lists ______
   - Items in the school paper ______
   - Magazine displays ______
9. The librarian and teachers cooperate to encourage leisure reading and to promote reading at home. ______
10. Pupils have opportunities to:
    - Participate in book discussions ______
    - Review books ______
    - Recommend books for purchase ______
11. Pupils use the library, its tools, its materials:
    - Actively ______
    - Independently ______
    - Effectively ______
    - With apparent satisfaction ______

12. Many pupils read extensively according to their abilities. ______

VII. Library Services

1. The librarian assists individual pupils, teachers, and classes by finding and/or assembling needed facts, reference works, or reading materials. ______
2. The librarian helps pupils in their choice of materials for research. ______
3. The librarian strives to develop in the pupils the trait of intellectual curiosity. ______
4. The librarian initiates projects which require the use of the library resources. ______
5. The librarian provides timely materials for general school activities (safety campaigns, hobbies, conservation programs, etc.) ______
6. The librarian maintains a file of community resources useful for school purposes. ______
7. The librarian develops pamphlet files for the school's instructional program. ______
8. The librarian helps teachers obtain and evaluate new materials for their classes or their own reading. ______
9. The librarian makes, or helps teachers and pupils make, reading lists and bibliographies. ______
10. The librarian introduces teachers to book selection aids, subject biographies, and new reference works. ______
11. The librarian serves as a member of curriculum committees. ______

Comments:

VIII. Public Relations

1. Library resources and services are brought to the attention of members of the school through:
    - . Library instruction ______
    - . Exhibits ______
    - . Reading lists ______
    - . Notices and posters on bulletin boards ______
    - . The school paper ______
    - . Assembly programs ______
    - . Library newsletters ______

2. The librarian keeps the school staff informed about new books, significant magazine articles, library activities, and/or community affairs by monthly newsletters, book lists, or notices on faculty bulletin boards. ______

3. The librarian sends a monthly report on library progress to the school administration. ______

4. Teachers use the school library in connection with:
    - . Their teaching ______
    - . Courses they are taking ______
    - . Their personal interests ______

5. Teachers help the library by:
    - . Recommending titles for purchase ______
    - . Evaluating materials in their special fields ______
    - . Setting up exhibits ______
    - . Making suggestions on library administration ______
    - . Discussing books ______
    - . Teaching their classes to use reference materials ______

6. Parents:
    - . Participate in school library activities and interests ______
    - . Contribute to the library's resources ______
    - . Offer their services to the library ______

7. The library cooperates with other libraries by:
    - . Sharing school information ______
    - . Supplying information about library acquisitions ______
    - . Lending library materials ______
    - . Teaching pupils to use all libraries ______

8. The library participates in community library activities (e.g. Children's Book Week, National Library Week, etc.) ______

Comments:

SUMMARY

Use as many pages as needed to indicate:

A. Outstanding aspects, practices and features of the library program.

B. The area(s) of the library program in which most improvement is needed.

C. What is being done to strengthen or improve the aspects of the library program most in need of improvement? Describe any plans designed to establish the library as a materials center.